



A Guide

**ATHLETIC COACHING
IN FLORIDA SCHOOLS**

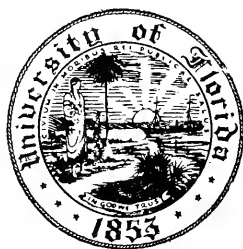
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STATE DEPARTMENT OF EDUCATION

Tallahassee, Florida

THOMAS D. BAILEY, Superintendent

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A Guide

ATHLETIC COACHING IN FLORIDA SCHOOLS

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Foreword

THERE is nothing more characteristic of the American way of life than American sports. The interscholastic athletic program of the public schools is an important part of the curriculum. Perhaps no phase of the school program is so generally underestimated in regard to its influence on the lives of our most energetic and aggressive young men. It is very appropriate that we give attention to carefully analyzing and recording the most desirable and effective practices that have been developed in carrying on this work.

The athletic coach is possibly the most influential adult outside the home in the lives of those who participate in interscholastic athletics. Because of this influence, a tremendous responsibility rests on the shoulders of the coach. His personal appearance and general character set an example that is sure to be followed by the boys who come under his supervision. His ideas dealing with many different subjects are accepted without question. When one thinks of our highly competitive society, loyalty to ideals and groups, and strength of character in the face of adversity, as well as actual survival in time of war, one wonders if our country has not underestimated the great debt which we owe to the public school athletic coach.

This bulletin represents the first attempt in the nation to develop a guide for interscholastic athletic coaches. It includes the high principles and ideals as well as practical procedures that have been developed by years of experience on the part of our most successful coaches. It is hoped that this guide or handbook will be of special benefit to young coaches coming into the field, the coach from outside the state, who is new to Florida, as well as those already engaged in the work. The bulletin should also be very helpful to our secondary school administrators who are responsible for the general administration and supervision of the interscholastic athletic program as a phase of our total educational program. The Florida Athletic Coaches Association should be very proud of having made it possible for this to be a publication which is truly an outgrowth of the practical coaching experience of Florida coaches. Without the cooperation and participation of this organization and its members, the project would have been useless from the standpoint of its practical influence on interscholastic athletic programs in the state and its

ready acceptance by those providing leadership in this program. In this connection the cooperation and support of the Florida High School Activities Association had great influence. The Sportswriters Association's participation was largely responsible for the very valuable information contained in Chapter Six. The athletic departments of Florida State University and the University of Florida gave financial assistance.

Spurgeon Cherry, College of Physical Education and Health, University of Florida, and Zollie Maynard, Florida State Department of Education, served as directors of the project which resulted in the publication of this bulletin. Special consultants not directly connected with Florida public schools were Dr. Howard Hobson, Dr. John Lawther, and H. V. Porter. Brady Cowell, Stetson University, and Jack McDowell, Rollins College, headed a pioneer committee of outstanding active and former coaches which met in the spring of 1954 and encouraged the development of this material by preparing the first outline.

It should be noted that the college head coaches and many members of their staffs personally participated and contributed to the development of this material. To all who have participated in the workshop and in the production of this publication as members, specialists, consultants, or directors, our appreciation is extended.

We are indebted to the College of Physical Education and Health at the University of Florida for providing generously of their facilities, material, and personnel. Appreciation is expressed to the members of the official planning committee who made the decisions necessary for bringing the project to a successful conclusion.

Members of the State Department of Education giving assistance were J. K. Chapman, Howard Jay Friedman, John McIntyre and Ed Williamson.

We are proud to present this Department of Education guide as a part of the published series of curriculum guides and sincerely hope that it will result in real and lasting benefit for the young people of Florida public schools.

A handwritten signature in dark ink, reading "Thos. D. Bailey". The signature is written in a cursive style with a horizontal line underneath the name.

THOMAS D. BAILEY

Superintendent of Public Instruction

Acknowledgments

THE FLORIDA ATHLETIC COACHES ASSOCIATION through its elected leadership and its active members deserves special recognition. Many of the members of this association participated actively in the project that resulted in the publication of this bulletin.

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Introduction

A PROGRAM OF INTERSCHOLASTIC ATHLETICS presents a limitless opportunity for the coach to guide and develop the interests and abilities of young people. It offers a special opportunity for him to capture the enthusiasms generated by interschool contests and to channel them toward the development of useful citizenship. Athletics provide and equip a laboratory of highly emotional experiences in a social situation. They furnish the occasion, under competent leadership, for the molding of personality in a vivid, realistic, and heated atmosphere — an atmosphere in which permanent molding can effectively be done. The values of a program of interscholastic athletics are in direct proportion to the quality of the leadership which gives direction to it.

Purposes Of An Interscholastic Athletic Program

The purposes of an interscholastic athletic program in a particular school fall easily into three groups: those which relate to participants, those which relate to the student body, and those which relate to the community.

As they relate to participants, the purposes are to provide opportunities for:

1. The competition of the highly skilled with opponents of comparable skill (Education should not only provide opportunity for the many who need development but should also furnish a demanding test for the more limited number who are especially gifted physically and who are ambitious to excel.)
2. The development of higher levels of strength, endurance, and vitality
3. The development of desirable health habits

4. The development of good sportsmanship
5. The development of qualities of courage, tenacity, alertness, resourcefulness, and maximum effort
6. The development of skills for social expression, for recreation, and for vigorous, all-out self-expression
7. The kind of participation which teaches citizenship traits such as self-control, self-discipline, cooperation, and fairness and honesty in dealing with opponents; leadership and the acceptance of the leadership of others; and respect for individual associates and opponents

As they relate to the student body, the purposes of the athletic program are:

1. To create an atmosphere of unity; to foster a school spirit growing out of the school's athletic endeavor, a spirit which will make the educative process more effective
2. To become an educational device by which the student body can become better acquainted with athletics and can better appreciate the role of spectators
3. To motivate wider sports participation of the student body by providing examples of superior performance

As they relate to the community, the purposes of the athletic program are:

1. To provide wholesome objects of recreational interest
2. To develop skills in sports that will carry over into adult life
3. To stimulate interest in, and support for, the entire school program
4. To educate the community in the educational and social values of sports
5. To support and encourage the development of the will to win in its finest expression, *i. e.*, competition and all-out efforts for best achievement in an atmosphere of healthy social relationships

We hold these purposes to be worthy ones. They are sufficient to challenge the abilities of the best people in the coaching pro-

fession, to merit the interest and support of the student body and teaching staff, and to command the respect of civic-minded citizens.

Personal Qualities Of The Coach

The high qualities that characterize excellent teaching and wholesome contributions to the total school environment are identical with those of excellent coaching. The characteristics listed below are those frequently found in good coaches:

1. A vigorous, forceful, and inspiring personality
2. Concern for personal appearance and good taste in personal grooming
3. The kind of observation and analysis of sports which enables one to size up the important points quickly in a sports situation and propose remedial action
4. Emotional stability and self-control with power to concentrate when highly emotional conditions prevail
5. The substantial character which makes one a worthy associate and personal example for his players, both on and off the playing field
6. Love of sport and of players with enthusiasm for sport
7. Ability to plan and organize for steady progress toward efficient sports achievement

Professional Preparation Of The Coach

Inasmuch as athletics are an integral part of the total school program, the coach, who is responsible for teaching athletics, must be a professional person with a sound educational background. In order to provide a proper and continuing program of interscholastic athletics and to contribute effectively to the general preparation of students, a coach should have a basic liberal arts education, an excellent background of training in athletics, health, and physical education, and in such related areas as counseling and guidance, finance, and public relations. It is desirable that he be certified also in a subject matter area other than physical education.

Undergraduate experience in the sport which he expects to direct is an important prerequisite for a prospective coach. Experience in actual athletic competition is almost indispensable as a part of the background for coaching.

The minimum requirements for coaching in a secondary school in Florida must satisfy the regulations for teacher certification as prescribed by the State Board of Education. The reasons for this are obvious. Such an important part of the school program as the coach directs should be under the supervision of regularly qualified and certified school personnel. Frequently the coach will fit most effectively into a school system if he can also teach subject matter other than physical education.

The best professional preparation requires continual improvement in methods of coaching and teaching, together with continuing study of the nature and needs of the student. The coach should be aware of these requirements and should take the initiative in improving himself as a coach. In order to keep well informed he should attend sports clinics, coaches' conferences, and outstanding sports contests. He should participate in workshops and professional meetings to improve the quality of his teaching. His library should include the latest books on sports, the best technical sports magazines, and an adequate supply of reference works, especially those in education. He should be on sufficiently intimate terms with other coaches to exchange ideas, experiences, and sports theories freely with them.

School superintendents, principals, and boards of education should know that men with the kind of professional preparation just described are available. For this reason school administrators should not be content to employ coaches whose professional qualifications do not measure up to desirable standards.

Responsibilities Of Coaches To Professional Organizations

Professional associations have been and continue to be the principal clearing houses for exchange of views and information in a particular profession, for establishing standards according to the collective judgment of the membership, for cooperating with local, county, state, and national authorities, and, in general, for promoting the interests and welfare of the professions they represent.

Through professional associations — local, state, and national — coaches should continue to undertake cooperative studies dealing with basic problems and controversial issues. Although leadership from the national associations is often valuable, it is the local and state professional associations which are in strategic positions to deal effectively with problems, to make studies, and to take action on the findings of the studies.

As an obligation to their profession, coaches should engage in specialized and general professional group activities. The following is a suggested list of professional organizations to which Florida coaches should belong:

Florida Athletic Coaches' Association	(F.A.C.A.)
Florida Education Association	(F.E.A.)
Florida Association for Health, Physical Education, and Recreation	(F.A.H.P.E.R.)
County Athletic Association	(C.A.A.)
County Education Association	(C.E.A.)
Classroom Teachers Association	(C.T.A.)
National Education Association	(N.E.A.)
American Association for Health, Physical Education and Recreation	(A.A.H.P.E.R.)
National Coaches' Association (appropriate to the individual coach's sport)	

The Coach, The Public, And The Student

THE EXPERIENCED COACH, well informed as to the requirements of his position, is familiar with the suggestions about to be made here. He has practiced many of them for a long time. He understands that such knowledge and such understandings are not easily gained but are the result of long and sometimes costly experience. The college student preparing for a coaching career, the coaching apprentice in the university, the young coach in the secondary school, and, perhaps, the coach from out of state can find extremely helpful an analysis of the job requirements which grow out of the human relations of the coach's position.

Leadership Responsibilities

A coach is a public figure. He is a faculty member in a public or a private school. Moreover and most importantly, he is identified with a phase of the school program that is constantly on public display. The mounting enthusiasm of the American people for sports causes the athletic coach to be a center of attention. He is therefore subject to close and critical scrutiny by many people. This fact makes it essential that he observe the high standards imposed on him by his position of leadership. The responsibilities of coaches are similar to those held by other public persons, such as ministers, physicians, and political figures. One's personal satisfaction at having these social responsibilities must not obscure the fact that the ability to lead and the assumption of leadership, though they are rewarding, are also exacting. Leadership is never cheap when measured by the individual's work and sacrifice; it requires dedication and constant effort.

The prospective coach must understand the requirements for success in his chosen profession. He must weigh his own

abilities, interests, and personality against these requirements. Upon becoming a member of the coaching profession, he must enthusiastically embrace and fulfill the responsibilities of the position.

Elsewhere in this handbook are discussed such topics as desirable personal qualities and certain social relationships. In those discussions, however, the context will be different from what follows here. In any case, social responsibilities and personal relationships in the school and community are of such great importance that some repetition is desirable.

Community Relations

The scrutiny of the public becomes more direct and searching when the public is limited to the residents of a specific school community. In this setting many of the coach's friends and admirers get a close and rather intimate picture of him as a man, a husband, a father, and a participant in affairs other than athletics.

One community interest outside athletics is the church. There is no finer approach to fruitful living than through the church. The development of a spiritual life is a necessity for all men who lead youth. Leaders of youth must show the way in the establishment of sound religious habits.

American society today is extremely civic-minded. As a result, the development of men's civic clubs is an important characteristic of our social structure. These clubs have their counterparts in a variety of women's clubs. It is true that belonging to a civic club costs time and money. It is also true that such membership is an investment in success that a coach should not overlook. In making talks, showing movies, and otherwise participating in the programs of these clubs, a coach can make invaluable contributions to his community.

The usefulness of a coach to his community can be expressed not only through his club activities but also through his personal relations with parents, with other faculty members, and with various individuals and groups. The coach will always find himself being singled out as someone rather special. He must be conscious of this, but he should also be appreciative rather than resentful of the fact that he is on display.

Student And School Relations

The coach's influence should not be limited to athletes but should extend to students generally. Students as well as adults are ready and willing to be influenced by the coach. This is especially true since the coach is a teacher of physical education. As a teacher, he sees the student regularly in the student's normal environment. He is in daily contact with both the athlete and the non-athlete in their routine relationships.

If he is a keen observer, he can identify causes of possible friction among students and can be a helpful influence through group or individual conferences with the students concerned. It is in the area of discipline, group control, and group morale that the coach is likely to be of great help to the principal and to the classroom teacher. A service such as this goes far toward securing for the coach happy personal relations with the school administration and faculty.

Many school children feel that the coach can understand their emotional and personal problems better than anyone else. The coach should be constantly alert to aid such students and should make every effort to justify their confidence. Some such opportunities, once lost, never recur.

The community has a special concern for the coach's conduct in relation to his athletes. The coach may find, indeed, that the public concept of him as an example is so exalted as to be somewhat embarrassing. It is certainly well established that the coach is regarded—in particular by the better athlete—as a guide, counselor, and model. It is in the realm of guidance that the coach experiences his most difficult assignment. His personal influence on athletes, however, is extraordinary, and his achievements in personality adjustment can be most rewarding.

The relationship between coach and athlete, unlike that between most other faculty members and their students, is one that brings them together frequently in circumstances outside the regular school hours. These associations usually include many hours—some during after-school practice, others on out-of-town trips, and still others in the homes of the coach and the student. These occasions provide ample opportunities for the coach to influence character development.

At practice sessions as well as during contests, the attention of spectators should be centered on the contestants rather than on the coach. If the coach has attention-getting personal mannerisms, of which he may not be conscious, he should try to discover and adjust them. For the coach himself to become the center of attention is likely to affect his behavior adversely and to detract from his effectiveness both at practices and contests.

A highly responsible function of the coach is to arrange and supervise the transportation of athletes from place to place — across town or on out-of-town trips. He is virtually a parent of a large family; the ultimate responsibility is one which he himself must assume; he can transfer it to no one else.

In order for the coach to handle his job, with all its details and demands, it is necessary that he keep himself physically, mentally, and morally fit. He must live up to the trust which the entire community has in his leadership and ability.

The Coach And Other School Personnel

IN HIS PROFESSIONAL RELATIONSHIPS with school personnel and administrative staff members, the coach has many responsibilities. His primary responsibility in his professional relationship is to the county administrative staff, then to the principal of the school in which he is coach. At the same time he has a responsibility for cooperating with other members of the school staff in which he is serving, with the athletic department, with members of the coaching staff, with coaches of various sports, and with auxiliary persons.

The County Administrative Staff And The Coach

The county board of public instruction is the supreme policy-making and legislative authority of the county and is responsible for the athletic activities of the school system. The superintendent is the chief executive officer of the county school system. The principal is the administrative liaison between, on the one hand, the board of instruction and the superintendent and, on the other, the school faculty including the coach. In authority and responsibility for the athletic activities of his particular school, the principal is the immediate superior of the coach. The coach is charged with the responsibility of carrying out a wholesome and broad athletic program within the limits of the policies established by the county administrative authorities. He should plan, adjust, and administer his program in such a way as to make certain it is in harmony with the established policies.

Coach—Principal Relationships

Since the activities and administrative details of an athletic program are many and varied, there should be mutual respect,

understanding, and cooperation between the coach and the principal. It is the responsibility of the coach to have a complete understanding with the principal regarding the objectives and procedures of the program. The coach, further, should keep the principal informed of any troublesome situations or occurrences. If he anticipates such a contingency, he should forewarn the principal so that the principal may be ready to take appropriate action. There should be a thorough understanding between the coach and the principal as to the relationship of the athletic program to the total educational program.

The following are suggested methods for the coach to use in increasing the principal's understanding of the athletic program: Let him recognize the principal at public functions and make him feel welcome at all school athletic activities. Let him confer with the principal and have a definite understanding about policies in making schedules, purchasing equipment, and planning and carrying out various athletic activities. Let the coach also welcome suggestions from the principal regarding ways of improving the program; let him discuss problems with the principal and set forth the coaching viewpoint. Let him voice no disagreement with the principal's views or policies except in personal conference. Let him, through his association with student leaders, promote school morale and school discipline. Let him endeavor, finally, as a direct motivation toward better school morale, to develop athletes who set examples of good conduct both on and off the athletic field.

Coach—School Staff Relationships

The coach's relation with the rest of the school staff should be one of understanding and cooperation. The coach should be sympathetic with the various departmental programs and, whenever possible, should support them. He should encourage his assistants and his athletes to display loyalty and enthusiasm for all school activities. He should work constructively with his fellow-teachers for the welfare of the students and for the entire school program. He should not criticize teachers nor any school department in the presence of students or the public.

The coach and his staff should attend school staff meetings. The first such meeting is particularly important, for at that

meeting it is highly desirable that the coach, having secured permission, present to the faculty the aims and purposes of the athletic program. If possible, he should display and explain to the faculty the uses of the athletic equipment and facilities. Cooperative planning with the principal and faculty committee will help to secure the kind of meeting schedule that will avoid conflicts with the coach's practice hours. The same cooperation will enable the coaching staff to participate more fully in pre-school and post-school planning. In schools which have a printed program for pre-school activity meetings, it is a good idea to have the practice schedule also printed on the program so that everyone may be informed as to the time the coaches will be on the practice field.

The Athletic Department And The Coach

Interscholastic athletics are a part of physical education. In those school situations where athletic coaches are not involved in the teaching of required physical education, they should realize that the activity classes have the same educational objectives as the athletic phase of the program. It is of the utmost importance that coaches and physical education teachers cooperate and respect each other's position. There should be mutual understanding leading to an efficient and effective program.

The Coaching Staff And The Coach

It is an axiom that a school athletic program can be no more effective than its staff. A successful program is characterized by harmonious relations, mutual respect, and cooperative devotion to duty among members of the staff. Warm personal relationships should exist between the head coach and his assistants, among the assistants themselves, and among coaches of different sports.

A coach should be loyal to his associates and to the school of which he is a part, or he should seek employment elsewhere. This means that he should avoid open criticism of his school system and unfavorable comparisons of the facilities and plant of his school with those of other schools, except as to such comparisons as are appropriate and pertinent to group-planning procedures.

The Head Coach And His Assistants

The head coach should know thoroughly the qualifications, capabilities, and special interests of each member of his staff and should delegate specific assignments to each with proper authority to carry them out. He should practice democratic procedures in his staff meetings by giving all assistants an opportunity to express their views upon the conduct of the program. In the final analysis, however, the responsibility for the decision rests with the head coach. He should support his assistants and give them proper credit. He should encourage their growth and initiative and should promote their advancement within the profession, recommending them to better positions as opportunities occur.

The Assistant Coach And The Head Coach

The assistant coach must be loyal to his head coach and to the head coach's program. He must be flexible in his thinking so that he can adapt himself and his ideas to the system employed by the head coach. He should remember that his job is to help the head coach realize the most from the potential available. If the assistant coach finds that his ideas are not compatible with those of the head coach, he should resign his position.

Relationships Among Assistant Coaches

The assistant coaches should recognize their position in the framework of the staff and should not try to further themselves at the expense of their fellow coaches nor cause dissension within the staff by criticizing or embarrassing other members of the staff. They should try to maintain a harmonious relationship with the other assistants and should support the head coach in their cooperative efforts.

Relationships Among Coaches

All coaches should be guided by the principles that (1) interscholastic sports are to be conducted for the welfare of the student and (2) each sport has its own definite contribution to make to the complete program. A coach should not request that special privileges be extended by another coach when such privileges

would impair the effectiveness of the other's program; nor should any coach belittle other sports by giving the impression that, compared to his particular sport, they are unimportant.

Auxiliary Persons And The Coach

The coach should recognize that many people contribute to the making of a successful program. He should have wholesome working relations with the lunchroom supervisor, with maintenance men, with area supervisors, and with other persons who help; and he should show his appreciation of the importance of their contributions to the success of his work. Words of commendation and appreciation for their good work go far toward creating and maintaining a smoothly functioning organization.

The Coach And The Student Body

THE NATURE of the relationship of the coach with the members of his athletic teams determines to a great degree his success as an educator. To be most effective, he must be honest and impartial in all his relations with his athletes, firm and rigorous in his policies, and yet kindly and understanding in dealing with personal problems that arise. He should adopt a carefully analytical attitude in diagnosing individual difficulties. Above all, he should never risk losing the respect of athletes by allowing moral lapses in his own conduct.

General Considerations

The coach should know his team members thoroughly. He should make it a point to meet their parents and to be familiar with their home surroundings. He should know who their friends are and in what ways and to what extent these friends influence them. He should recognize differences between individuals and, when it is necessary to apply discipline, he should apply it in such a way that it will help the particular student. The nature of any reprimands of a student in the presence of the squad should be determined by its probable effects both on the student and on the squad. Radical deviations from approved conduct should be treated privately.

The coach with a pleasant personality, a sense of humor, a degree of idealism, and a youthful outlook on life will win the admiration of his athletes. Success for such a coach is then a matter of planning carefully for the games they hope to win together.

The coach who is of the greatest value to his school and community will be especially concerned with three aspects of his athletes' growth: their physical well-being, their character development, and their academic guidance.

The Physical Well-Being Of Athletes

The coach must recognize that one of his prime responsibilities to the members of his teams is to help them achieve and maintain physical well-being. Prerequisites for participation on any athletic team are the consent of parents and a thorough examination by a licensed physician. The physician should be aware of the nature of the activity involved. His opinion as to the fitness of each student should be accepted as the criterion for participation. A card form should be used to record the physician's judgment and should be kept on file in the coach's office. Anti-tetanus inoculations should be given at the time of the physician's examination.

The preparation of an athlete for competition in any sport requires proper conditioning to the extent that he can safely and adequately meet the physical demands of the sport. It is expected that the athletic coach will be well trained in the methods of conditioning and in the basic knowledge of anatomy, physiology of exercise, and body mechanics as applied to sports. A thorough warm-up, for example, should precede each practice and game. The amount of an athlete's exertion in one season should not be such as to push the individual beyond the limit of rapid and healthy recovery by rest. The coach should be constantly alert for signs of undue fatigue. Conditioning should include the development of skills which offer the greatest protection to the athlete. The coach should inform his athletes of proper training habits with emphasis upon rest, diet, and cleanliness and should make every effort to enforce the practice of such habits.

A well-equipped medical kit and an attendant well trained in its use should be available to a team at all practices and contests. Contents of such a kit are listed in Appendix II, p. 72. In cases of injury, appropriate first aid should be administered promptly. Serious cases and cases difficult to diagnose should be referred to a physician as soon as possible. The coach should make every effort to develop in his athletes the attitude that injuries should be neither concealed nor feigned. A team physician should be on the bench at football and other rugged-contact games, and an ambulance should be standing by. Injured players should be examined by the physician, and their subsequent participation should not be permitted unless or until he approves.

Protective equipment should do the job it is expected to do, and relative cost should not be the sole criterion for selection. Facilities should be maintained safe and free of hazards. Competition should be made as equitable as possible by wise selection of opponents in making the schedule; and competent officials should be employed in consideration both of safety and of the best game management.

The Character Development Of Athletes

One of the principal responsibilities of a coach is to demonstrate through his own behavior the elements of character that will serve as patterns for the proper character development of his athletes.

The coach who, regardless of the games he wins, does not instill in the members of his squad the major elements of good character has failed to attain one of his most important objectives. The coach who does succeed in instilling these traits of character in his team members is, on the other hand, a real educator, regardless of the won-lost record. It should be kept in mind that one of the basic methods of character education is to exact from the athletes the peak effort that can be attained by hard work and sacrifice.

A coach should exemplify these essential elements of character in his relations with members of his athletic teams:

Self-Discipline

A leader cannot control others until he can control himself. By dealing with problems calmly and deliberately, the coach not only accomplishes more than if he dealt with them excitedly, but he also demonstrates by his example an element of character which he wants in his athletes.

Sportsmanship

Two aspects of good sportsmanship which a coach should exhibit are being able to win gracefully and being able to lose without showing how much it hurts. The coach can also set an example of good sportsmanship by never taking an unfair advantage of an opponent nor tolerating dirty play by his athletes. He should make it a rule to shake hands with and congratulate the winning coach immediately after the game whenever he and his team are the losers.

Courtesy

Courtesy is an outward aspect of character. If the coach is to maintain the true respect of his players, he must set an example of courteous actions toward all with whom he comes in contact.

Respect For Property

The coach should encourage his students to show proper respect for equipment and other school property; if necessary, he should insist that they take proper care of it.

Team Spirit

A feeling of team spirit, or *esprit de corps*, is one of the greatest assets of any group endeavor. If the coach can foster and himself become a real part of such a unified squad feeling, he can facilitate the achievement of all the other aspects of character.

Leadership

A successful coach must observe sound principles of leadership in his daily life. His athletes are often leaders of the student body, and it is largely up to the coach through precept and example to direct this leadership in the right direction.

The Will To Win

The desire to win is the essence of competition. This aspect of character requires giving one's best and sacrificing selfish desires for the good of the team. The coach can promote this attitude by his own example of work, persistence, and sacrifice.

Spiritual Welfare

In his contact with athletes, the coach should follow certain principles which will influence their spiritual development:

1. The coach should not use profanity, nor should he condone its use by his players in a game or at practice.
2. The coach should attend the church of his choice regularly.
3. The coach should encourage his students to attend church regularly.
4. The coach should follow a code of high moral and ethical standards in his daily life.

The Academic Guidance Of Athletes

The coach should exert a wholesome influence on his players in respect to their educational aims and future plans. In cooperation with the guidance counselor, he can help his players plan their schedules, always placing the welfare of the individual student first. He should emphasize to his athletes that their primary purpose in attending school is to acquire an education. The fact should be impressed upon them that, regardless of their athletic prowess, college standards require levels of academic ability and achievement which are above the average. The coach should never compromise with scholastic eligibility rules but should constantly, in cooperation with other teachers, encourage the development of good study habits among athletes. Since good study habits are formed early, particular emphasis should be placed on academic standards for "B" squads and junior varsity teams.

The Coach And The Student Body

It is the responsibility of every coach to help the student body understand and appreciate the place of the athletic program in the school. The attitude that students have toward a coach and his work reflects the coach's relationship with the student body. There are some specific purposes and courses of action which the coach should keep in mind. He should, for example, try to develop an understanding and support of his program among student leaders. He should be sympathetic with the interests, problems, and ambitions of students and should provide whatever guidance he can. He should let it be known that he is ready and willing to assist student activities. He should do everything practicable and reasonable to maintain a friendly relationship with the student body. His comments to students about other faculty members should be commendatory rather than critical. He should interpret sports to students in terms of the place which sports occupy in education and recreation in America and in terms of the role which sports can play in their own lives. He should be active in the orientation of new students, explaining to them his athletic program and the place it occupies in the school. He should work with the principal in making arrangements for student groups to attend interscholastic events. Such arrangements might very well include seating, tickets, and transportation and meals for such groups as cheerleaders, faculty, bands, parents, pep squads, townspeople, and students.

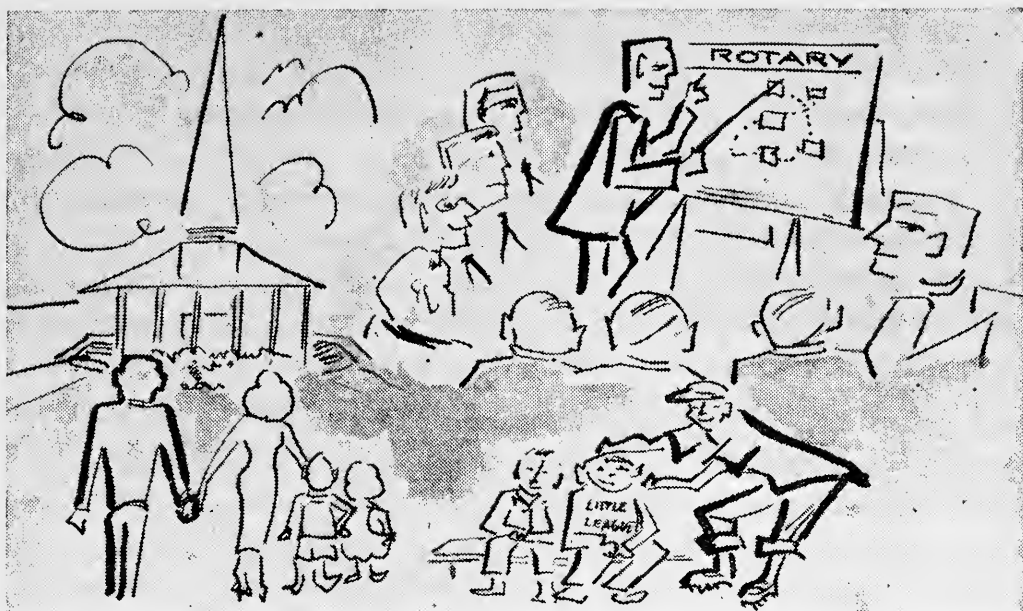
The Coach And The Community

IN ORDER TO UNDERSTAND his players better, the coach should become as well acquainted with parents as possible. He should establish sound working relations with them. This may be accomplished in several ways, depending upon the community and the situation. A good beginning is for the coach to visit with parents in homes or at school.

The Coach And Parents

The relationship between the coach and parents should stem from an understanding that the coach realizes his responsibility to instill in the athlete the highest ideals and character traits. The safety and welfare of the players must also be uppermost in his mind. It is in connection with injuries to athletes that the coach may find one of his best opportunities to strengthen his ties with parents. His concern for injured athletes should be so genuine that he will find time to visit them in their homes and to offer whatever encouragement and aid he can.

In many instances, however, a coach cannot visit each athlete's home; it is therefore desirable for the coach to meet with the athlete and his parents at school, where a close relationship can be established. Such meetings have become popular and successful in the last few years. It is an excellent idea to have a meeting of the squad and the parents during the first week of practice. One suggestion for the meeting is to have the athletes wear their game jerseys and each parent wear a placard with a number corresponding to that of his son. Small printed programs which give the athlete's name and number will help those present to become acquainted. The meeting may well include an explanation of the athletic policies regarding training rules, prevention and care of injuries, eligibility rules, regulations governing



trips out of town, the time and length of practice, finances, equipment, schedule, complimentary tickets, and conduct of athletes on and off the campus. Parents should understand that athletes are in an atmosphere of keen competition for team positions.

Civic Organizations And The Coach

Sports organized by groups outside the school can be helpful or detrimental, depending on whether or not these groups have desirable objectives. Such outside groups should not be allowed, however, to become policy-making organizations. Such matters as making athletic awards, scheduling, expanding the athletic program, or selecting coaching personnel should be handled by the school authorities without undue outside pressure. In communities where booster clubs or similar organizations exist, the coach and principal should be active members and should exert sound guidance in their operation. A new coach in a community which has no booster sports club should become well acquainted with the school and community before he decides whether or not such a club would be desirable. If he should decide to promote the formation of such a club, he should proceed only after making a careful analysis of the situation.

Sporting Goods Salesmen And The Coach

The coach should keep his relationship with sporting goods salesmen on such a basis that he can avoid any accusation of

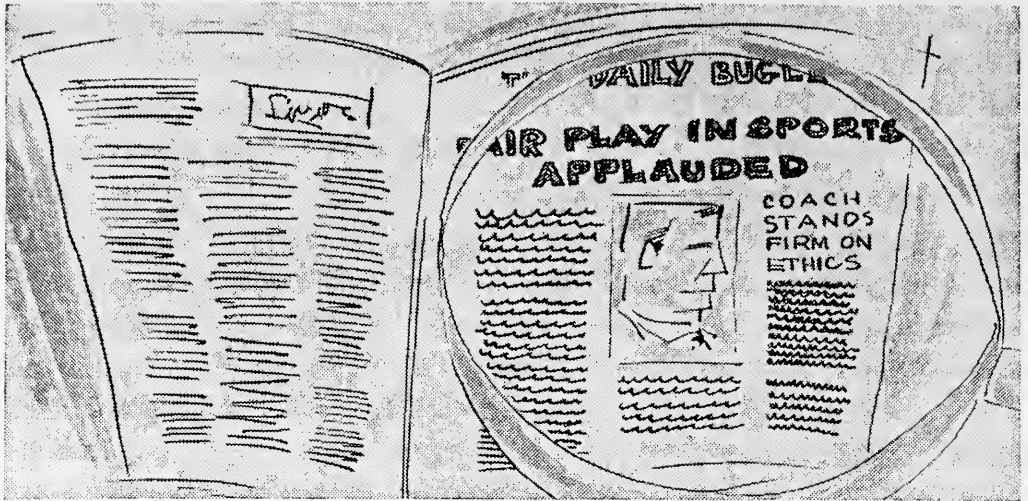
showing favoritism. He should not accept gifts or favors that obligate his school or himself to a particular dealer. He should keep foremost in mind the fact that funds should be used so as to provide the greatest possible service to the school. Courtesy should be shown to all salesmen, and the coach should keep his relationship with any single dealer on a friendly, but not intimate, basis. In order not to interfere with the normal activities of the school day, the coach should let the sporting goods salesmen know the time he has available for discussing the purchases of equipment. He should make it clear to salesmen that they are expected to notify him several days ahead of a sales visit to the school.

The Coach And News Media

A MOST IMPORTANT ASPECT of interscholastic sports is the sports reporting in the local and state press. The proper presentation of sports news and the cooperation of sports editors are essential to the success of the high school athletic program. Cooperative efforts must be made by both the school and the sports writers, and these efforts must be undertaken in a climate of mutual confidence and understanding.

The coach should remember that the sports section of a newspaper is limited to a set number of news columns each day and that it is prepared for a specific clientele with particular interests. No matter how much news occurs, these limitations seldom vary. The coach should be aware that the space which a newspaper devotes to sports is divided in such a way as to allow room for world sports, national sports, cartoons, box scores, averages and other statistics belonging to the sports in season, and the editor's sports column. This distribution of space is constant, and, since no one section can crowd out the others, the total space for each section is limited. During the school year, however, a large proportion of the sports section will be given to local news. A limiting factor in space allotted for each school is, of course, the amount of local sports news from all sources. The growth of communities and the consequent establishment of new high schools further limit the space that may be allotted to a single school. The keen competition, moreover, among newspaper, radio, and television forces the editor to select materials that will meet this competition; that is, he must select materials that will be of the greatest interest to the largest number of readers.

It is encouraging to know that, despite these limiting factors, the sports editor will give priority to local sports news. He will, for example, shorten a story on the World Series or slash the



account of a championship prize fight in order to print such news as the loss of the local star halfback or the current season ticket sales for the local high school contests. But it is the responsibility of the coach, if he wishes such news coverage, to see that the editor knows about these things.

Each newspaper has policies which are calculated to promote its interests, and the sports reporter must adapt himself to these interests. The coach will find that, as a rule, the sports writer wants him to be successful and, in return, would like the coach to help him be successful too. Mutual helpfulness is, therefore, desirable for coach and sports writer alike. By such cooperation the best interests of school, newspaper, and community are served.

The coach is a maker, as well as a reader, of sports news. He is in such a position that he will get out of the sports section largely what he puts into it. This means that, in the absence of a highly trained, well-paid public relations man, securing publicity for the school is up to the coach. It is an important part of his job.

Coach—Sports Writers Relationships

These specific suggestions will help coaches maintain good relations with sports writers and promote mutual respect:

1. The coach should get acquainted with sports writers. This is the first step in getting publicity for the school.
2. He should never cause the sports writer to print a statement that is not true.

3. He should furnish him the correct weight of players—stripped weight before practice—one week before the first game.
4. He should be sure the number of each player corresponds with the program number.
5. He should plan well the post-game report to the newspaper long before game time, including what to say whether his team wins or loses. If he becomes excessively excited during a game, he should ask the reporter to give him a ten- or fifteen-minute breather before the interview.
6. He should be prepared to hold a “picture day” early in the practice season, at which time the reporters may take individual and group shots of the entire team in game uniform.
7. He should take the reporter into his confidence concerning basic strategy, so that the reporter will be better able to describe what has happened.
8. He should extend his professional relations with the reporter, wherever possible, to the social level.
9. He should provide the sports department of the newspaper with passes to all contests.
10. He should provide adequate facilities in the press box.
11. He should give the reporter post-game results with the same care as he gives him pre-game information. The following items should be included in the post-game report:

The location of the contest

The winners and the score

The outstanding players, as named by the two opposing coaches

The players' first and last names correctly spelled

The season record of both teams to date

It is altogether possible that an incident will arise which the coach feels is not a matter of public information but which the newspapers look upon as their privilege to report. The coach can save himself misunderstandings and considerable mental anguish if he will approach these incidents correctly. He should

ask himself, first of all, if the incident is likely to be a prime topic of conversation at the school or in the community. If so, it will unquestionably find its way to a good reporter first. In that way the reporter will not only have the facts; he will also be sympathetic toward the coach and will be likely to take the coach's version of the story.

Sometimes the news material may be of a borderline nature. The coach may not believe it is fit to print and may hope it will not come to a newspaper's attention. In such an event, he may take advantage of the reporter's obligation to honor an off-the-record trust. If he tells the reporter first and specifies that the information is off the record, the reporter is obliged not to print the story until it comes to his attention in some public way.

If the coach's best judgment indicates that an honest answer to a question would be detrimental to the school, ethical procedure requires that it not be answered. In such cases, "No comment" is entirely justifiable. The coach must assume responsibility for the observance of ethical procedures in all news relationships.

Professional newsmen are agreed that high school students should not be criticized for mistakes they made during a game. No reputable paper, for instance, will ever comment upon an apparent lack of courage, judgment, and the like on the field of play. If the reporter should insist upon doing this, after being asked not to, the coach should see the reporter's superior. The reporter has a right, on the other hand, to comment upon flagrant examples of unsportsmanlike conduct, and it is necessary for him to report errors that figure in the outcome of the contest.

If there are several high schools in the community and only one newspaper, there will unquestionably be moments when the coach of a particular school will feel that his team is being slighted, that his school is not getting its fair share of publicity. In such an event, let him consider the circumstances carefully. If he is having a losing season while other teams in the community are doing better, he should remember that the newspaper is obligated to print more about a winner than about a loser. If his game was out of town while the other schools played at home, he should remember that home games deserve more coverage.

If the coach is in a community with two or more newspapers in keen competition with each other, he should establish a fair policy upon which all reporters covering his teams can depend. News that he originates—for example, schedules, plans, and announcements of various kinds—should be released on an alternate morning and afternoon basis. This policy should be thoroughly understood by the reporters. Spot news, on the other hand, should be channeled to the papers on whose time it breaks. A news development at 4:00 P. M., for example, would go to the morning papers; another at 10:00 A. M. legitimately falls to the afternoon papers. Spot news, of course, is news that is unforeseen or unscheduled — “act-of-God” news items such as injuries, accidents, resignations, and the like.

Radio And Television

Several months before assuming his duties, the coach should write the station directors of radio and television companies in his area and arrange to meet them and look over their facilities. He should meet also the sports directors of these companies and acquaint them with his style of offense, prospects for the season, and special methods of handling practice and post-game interviews. They are likely to reciprocate this friendly approach by furnishing him valuable suggestions about problems peculiar to his new situation, access to little-known and little-used facilities, and lists or pre-season information about other teams in his area. If, by his thoughtfulness and fairness, the coach earns the respect and good will of these news media, he will be in the favorable position of having their facilities offered to him instead of having to request them.

Radio Appearances

When the coach has an appointment to make a broadcast, he should allow nothing—not even mid-season preoccupation with problems of the team—to keep him from arriving at the studio fifteen or twenty minutes before the scheduled hour, so that he and his interviewer may have time to become properly oriented.

For the broadcast itself there are some things he should remember. He should keep his attention on the interviewer, whose business it is to see that the program moves forward, so that he may react promptly to the interviewer's cues. He should

avoid lengthy discussions or explanations, so that the interviewer may elicit from him as much and as varied information as the time allows.

He should keep his voice low and in a conversational tone. In the event his throat muscles tighten, his throat and mouth become dry so that he has difficulty in speaking fluently, or he is about to cough or clear his throat, he should have a glass of water handy. If a swallow of water will not remedy the condition, he should stretch his throat muscles by yawning and swallowing several times before beginning to speak.

Television Appearances

The requirements of a satisfactory television appearance go somewhat beyond those of radio.

The coach who contemplates a television appearance will do well to take into account these cautions. Not only the speaker's voice but also his actions, his general manner, and his facial expression are all of the greatest importance. The fact that a close-up may at any moment exaggerate details make it highly desirable that he avoid fidgeting movements, nervous mannerisms, and other distracting behavior.

He should make ample use of charts, diagrams, pictures, objects related to his profession, and other types of visual aids that can be shown while he is talking.

He must be camera-conscious without revealing to the audience that he is. This is a conditioning which comes through experience in front of a camera and microphones, and it means, among other things, that he must talk to the camera. Teleprompters, devices which unroll and prescribe dialogue for the speaker, will seldom be employed during the interview of a coach on television. If the coach uses notes, therefore, he must either be obvious about it or employ means of disguising their use. Some of these means are (1) attaching to the rear of the visual aid descriptive data about it, (2) using data on the back of some large object on the table, and (3) preparing in advance such data on large cards that may be laid out behind the cameras, out of sight of the audience.

He should use an effective, natural body posture. His feet, for example, should not be too close together nor too far apart.

What should he do with his hands? If he is seated before a table, he should clasp them in front of him on the table. If he is standing, he should let them hang naturally at his sides. In case of extreme nervousness, he should place them behind him, grasping one wrist by the other hand, until his nerves have quieted and he can return his hands to their normal position. He should not, in any event, try to give the false impression that he is not nervous by assuming an over-relaxed air and slouching.

He should learn to lend force to his speech by the skillful use of gestures. It is important that gestures be easy and natural and that they be appropriate to what the speaker is saying. Common weaknesses of beginning speakers are to make little jerking movements of the hands and arms, to begin a movement without following it through, and to fail to make the body accompany the gesture. The correct principle is the same here as in tennis, golf, or boxing. The speaker should follow through, once the gesture has been started. The words should accompany or follow the gesture.

Preparation For Televising Contests

Television has developed so remarkably in the past few years that it is reasonable to expect its usefulness and availability to increase greatly in the near future. This means among other things that the athletic coach will have more frequent and more effective opportunities to bring his work to the favorable attention of the public and to communicate with his team's supporters. The future of the association between coaching and television is bright; it is not unreasonable for a coach to look forward to his team's appearing almost every week before some segment of the vast television audience.

If this is to occur, the coach has certain responsibilities to help bring about a smooth telecast. The following suggestions pertain to these responsibilities:

1. He should secure a sufficient number of "spotters" for the radio and television sportscasters. For this work there are usually athletes available who are prevented by injuries from participating in the game but who, because of their familiarity with members of the squad, can con-

tribute interesting highlights on the players' performances. They will probably enjoy doing this and will doubtless consider it a partial compensation for not being able to play.

2. If there is not a public relations man or a newsman for the job, the coach should engage some capable person to keep statistics on the game and to furnish them at half time and at the end of the game.
3. For the benefit of television viewers as well as the sportscasters, the coach should be sure that the players' jersey numbers coincide with the numbers appearing in the program. If he has made a change before the game or at half time, he should make certain these changes are brought to the attention of the people in the press box.
4. He should, according to custom, provide refreshments for all people in the press box who are not regular employees.
5. He should extend to the television people the courtesy of arranging in advance for a pre-game and post-game interview. If the other news services will cooperate, this can be done simultaneously for all.

There is an important difference between the television-radio dissemination of news and that of the newspaper; the newspaper article or feature story is somewhat less personal and colorful, but it has a degree of permanence which is lacking in the broadcast or telecast. The newspaper materials may be clipped and filed away for future reference; the broadcast or telecast, however, lives only for the moment, and if one misses it, he misses it forever. But the possibilities of color and description in television are so vast that no coach can afford to slight them. It is the coach's best means of conveying to the world about him his personality and that of his athletic teams. There have been occasions when the coach was resigned to presenting himself and his team before a limited group of spectators, sometimes under such adverse conditions as inclement weather, poor seating capacity, and a losing game. Through television, however, he may appear in filmed interviews under much more favorable circumstances, enjoying a relaxed atmosphere, accompanied by other interesting personalities, and making his presentation to viewers who are themselves comfortable and receptive.

The extent to which a coach or his athletes generate news for the three principal news media determines how frequently and how favorably they will be mentioned when they are making no effort to appear before the public. The coach should be particularly careful to treat these three media impartially, being equally cordial and cooperative with each of them.

The Coach And Organized Athletics

THE COACH should always try to maintain an atmosphere of cooperation between his school and other schools. The way he treats other coaches is important. Even in the most vigorous competition and intensity of feeling, he must demonstrate fair play and gentlemanly behavior. He should observe certain principles of conduct in order to help achieve desirable relationships in interschool competition.

The coach should treat opposing coaches as he himself would like to be treated—in a congenial, friendly manner. When he is the host, he should set an example for his athletes, the school, and the community by his attitudes and actions toward opposing coaches. A friendly, courteous attitude on the part of the coach will be reflected in the behavior of teams and spectators. As an effective device for establishing friendly relations between coaches and schools, the host coach may invite opposing coaches to meet the student body at an assembly.

The coach should remember that when he criticizes an opposing coach he is in effect criticizing his own profession. He should promote the exchange of ideas and techniques among his fellow coaches. Such an exchange is fruitful and helps to build the profession. He should not allow development of unfriendly relations and of resentment toward opponents and their coaches as a device for motivating his team's efforts. He should remember that poor treatment of the opposing coach and the visiting team may later be reciprocated, and that, in any case, the news of ungracious hospitality is likely to travel to other schools in exaggerated form.

He should assist the visiting coach by informing him of the site and time of the game, dressing facilities, jersey color, officials, dining facilities, and other accommodations that will help him and his team enjoy their stay.

He should provide facilities for the scouts. When he himself is scouting, he should make his presence known so that proper relationships may be maintained. Scouting is recognized as an ethical procedure and should be openly acknowledged. The coach should see that his students and their parents know that scouting is an accepted, approved, and universal practice.

The degree of harmony shown in interschool relations will depend upon the school leaders: principal, coach, faculty, and student body officials. It will be as good or as bad as they make it. Interschool contests will contribute to, or detract from, an educationally sound program, depending upon the wisdom the coaches show in their effort to promote what is educationally sound and to prevent what is destructive.

Athletic Officials And The Coach

A coach or another properly authorized person should have the responsibility of selecting the most competent officials who are available and registered in the state. These officials should be treated with the courtesy due any guests. The coach should never indicate in the presence of spectators his dissatisfaction with an official. Any discussions with an official concerning plays or decisions should be carried on in a calm and friendly manner.

The coach should respect the decisions of the officials. Furthermore, he should not make any critical statement to the press concerning decisions of officials. He should contact the officials prior to the contest they are scheduled to work, giving them necessary information. It is best for him not to employ hometown officials nor to have the same crew of officials for more than two or three home contests during the season. Whenever possible, a separate dressing room should be provided for officials, and it should be supplied with soap and towels. The coach should see that the officials are paid before the contest. He should arrange for competent timers and scorers. A failure here is often the cause of strained relations between schools.

If the coach wishes to request information about, or correction of, an official's decision, he should (1) send in a substitute to call time out, (2) request the official to come to the sideline for an interpretation of the ruling, (3) send in another substitute with another request if the first request is refused, and (4) decide

whether to protest the game immediately after hearing the official's explanation. Each conference should set up machinery to handle protested games. The state association is able to take care only of the protested games which lead to a state championship.

Currently in Florida each coach has an obligation to rate the official after every game. It is desirable that coaches wait several hours before making this report in order to allow for proper evaluation of the official's performance.

Baiting an official is unfair and unsportsmanlike and should not be tolerated.

The coach has a definite responsibility to know the rules of the sports he coaches. In order to keep himself sharp and up to date, he should attend rules clinics. He and his fellow coaches should meet together with officials to discuss common problems. Such meetings could be arranged as conference affairs.

The College Recruiting Program

Recruiting of the high school athlete has become an increasingly serious problem in our educational system. The coach has the responsibility of seeing that the best interests of the athlete are served. Because of the individual differences and varying ambitions of athletes there can be no standard pattern for guiding them in their plans for the future. There are, however, certain basic principles and practices concerned with the role which the coach plays in these matters.

The coach, in cooperation with the principal, should establish school policies to regulate recruiting. These policies might include:

1. Requiring college or university representatives to secure permission from the principal or coach before they meet the student during any time normally reserved for school activities. Sound liaison between coach and principal is necessary for this.
2. Having recruiting agents confer with the student's parents.
3. Applying recruiting procedure to all college representatives impartially.

No coach should use recruiting practices for personal gain.

The coach should guide the student in realizing his own responsibilities after accepting a grant-in-aid. The student should analyze the situation carefully before deciding upon a particular college. Once he has promised to go to a particular college, he should not change plans unless he has conferred with representatives of that college and has reached an understanding with them. Once he accepts a grant-in-aid and registers in a college, he should feel the obligation to earn the award through his best efforts both athletically and academically.

The coach should make sure that the prospect is aware of the academic requirements for college entrance. He should stimulate the athlete to do the quality of high school work which will prepare him for success in college. He should explain to his athletes and their parents the school policies relative to absence during the season, or from practice, because of interviews with college representatives or visits to colleges. This policy should be explained prior to the sports season.

Coaches should be careful not to overrate an athlete while recommending him to a college. They should not recommend a player unless they feel certain that he is a good prospect for the type of college doing the recruiting. They should be careful also not to oversell players' parents on the probable success of their sons in college athletics.

Local Conferences

Local conferences are area organizations bound by local regulations governing interscholastic athletics. Membership in a conference carries the obligation to respect and obey the regulations of the conference. Conference rules should conform with state regulations.

Championships in football are determined within the conferences only. At the present time there is no tournament for state championship in football. In basketball and baseball, however, championships are determined by state tournaments preceded by regional tournaments. State track and swimming meets determine individual and team champions, after district meets have selected the participants for the state meet. State tournaments are held in golf and tennis.

For basketball competition the high schools of the state are classified into four groups on the basis of the enrollment of boys in the three upper grades: AA, A, B, and C. Baseball, track, and swimming have two classifications into which all schools fall: AA and A. Individual conferences should set up machinery to resolve protested games. This machinery would be concerned only with those match games that have a bearing on a conference championship. The state association, as mentioned elsewhere, is not prepared at present to take care of protested games except during district and state tournaments.

The Florida High School Activities Association

It should be clearly understood that Florida statutes do not require a school to participate in an interscholastic program, nor does Florida law require membership in the Florida High School Activities Association. The FHSAA is, on the contrary, a voluntary organization of schools pledged to abide by certain rules and regulations of their own making.

Purposes Of The FHSAA

The FHSAA is designed to promote, direct, and regulate all interscholastic activities, both athletic and non-athletic, in the schools which are members. The regulations of the Association are made with these purposes and with the further idea of insuring healthy growth in all phases of the interscholastic program. A healthy program is of the greatest concern to coaches.

Responsibility For Regulations

Rules and regulations make liberty possible. In the process, however, some individual freedom must be sacrificed for the good of the group. FHSAA regulations are designed to contribute to the general welfare of all schools, not to stop an undesirable practice in one school. Most rules are formulated for the purpose of establishing and enforcing ethical principles and standardized procedures. It is good to know that the Association finds it necessary to enact very few new rules. Modifications, however, are made periodically.

The Legislative Council is the rules-making body for the FHSAA. This committee is composed of high school principals,

representative members of geographical districts, the secretary of the Coaches' Association, the secretary of the Music Association, a county superintendent, and state consultants as ex-officio members.

When a coach believes that a regulation should be added, modified, or deleted, he should express his views to his principal or to the secretary of the Coaches' Association and request that his ideas be presented to the Legislative Council for consideration. This procedure will insure that the coach's request receives proper consideration.

Responsibility for Enforcement

The FHSAA through its executive secretary is responsible for the enforcement of all regulations. All decisions of the executive secretary are subject to approval of the executive committee. This committee is composed of the president and the two vice-presidents.

Respect For Decisions

A member school and its professional staff are obligated to accept in good faith the rulings of the executive secretary and/or the executive committee, the committee being the last court of appeal.

In summary, the relationship of the coach to the FHSAA is analogous to that of a citizen to his government. His school, through its membership, is entitled to vote on all constitutional proposals and all matters of policy. The coach is obligated to learn the regulations and obey them. If a rule is antiquated or needs modifications, he may exert his influence to change it.

The National Federation

The Florida High School Activities Association is one of the forty-seven state associations which, along with affiliated associations in Alaska, Hawaii, and four Canadian provinces, make up the National Federation of State High School Athletic Associations. The Florida Association became a member in 1926, when fewer than half of the state associations were in the Federation.

The National Federation makes it possible for each state association to profit from the good things which have been

learned or developed in any of the other states and to work with them as a team on all projects which can best be promoted on a nation-wide scale. Through the Federation machinery the best thought of leaders of athletics is crystallized into workable policies and practices. Each state association is strengthened through controls developed on a nation-wide scale. Local promotional pressures are often discouraged and dissipated through the application of these nation-wide controls.



Some of the characteristics of the Federation are symbolized by the seal. The three horizontal stripes and four bars represent the seven administrative sections. The name at the top forms an arch, the builder's symbol of strength. It is anchored in the seven administrative sections to show that the strength of the Federation rests on the strength of the member associations, whose authority within the state is supreme. The field is the heraldic sign of the courage which must be an attribute of an athletic leader if he is to conduct successfully an activity worthy of consideration as a part of a school program. The map of the United States represents the scope of the work and a loyalty to national ideals. The four stars stand for the four states—Illinois, Iowa, Michigan, and Wisconsin—which were the charter members in 1920. The prominence of the word state indicates the importance of the autonomy of each state association. The maple leaves are Canadian trademarks. The master drive wheel with forty-seven cogs indicates a working organization with machinery to mesh with related efforts by all groups which attempt to contribute to the national welfare. The wheel incorporates a horseshoe design to represent the part destiny plays in life. It emphasizes the truth that in athletic contests there is an element of chance which makes it unnatural to consider the outcome of a contest a matter of life and death and to look upon a loss as a reflection on the team or the official. The rays below the arch represent the nineteen qualities which are prerequisites for attaining the rank of an athletic leader. The rays are in reverse perspective to represent a rising sun and to indicate that the influence of the organization is in the ascendancy. The seal is circular to suggest a closely knit organization with characteristics of a family circle.

Federation membership is by state associations rather than

by schools or individuals. All of the states except Texas are represented in the membership. Affiliated members include Alaska, Hawaii, Washington, D. C., and the Canadian provinces of New Brunswick, Nova Scotia, Ontario, and Saskatchewan. Close association is maintained with a number of other organizations, including the National Junior College Athletic Association and the National Association of Intercollegiate Athletics. Both of these groups work jointly with the National Federation in projects such as the rules training programs in sports, especially those for football and baseball.

The number of schools and individuals involved in the Federation is considerable. There are approximately 22,000 high schools connected with the state associations which comprise the membership of the Federation. Participants in the various sports are as follows: in football, about 11,000 high schools, 660,000 players, and 25,000 officials; in basketball, about 22,000 high schools, 1,500,000 players, and 50,000 officials; in baseball, about 12,000 high schools, 400,000 players, and 30,000 officials; and in track, about 12,000 high schools, 500,000 players, and 10,000 officials.

Since most eligibility rules are formulated and administered by the state associations, the Federation has only a few specific regulations governing contests. These apply to contests which involve the schools of more than one state. For an ordinary game in which a school crosses a state line, the only regulation is that each school adhere to the eligibility and contest rules of its own state. If one of the schools, however, travels across a state line and for a distance in excess of 600 miles for the round trip, it is necessary that the school secure a sanction for the contest. The granting of such sanction is dependent on a number of factors, including the amount of school time consumed and the possibility of completing a reasonable schedule without becoming involved in distant travel of this kind. For any meet or tournament which involves more than two schools and two or more states, it is necessary that the manager of the meet or tournament apply for sanction. The application goes first to the home state association for approval and then is relayed to the national office for final action. Track meets, swimming meets, and meets in several of the other sports are usually sanctioned for an area of several states but never for the entire nation. The policy con-

cerning basketball tournaments is more rigid. Except for interstate tournaments which were established before the national regulations were adopted, very few tournaments are sanctioned. These few involve schools which are located in a panhandle section of a state or in a thinly populated area confined by natural barriers.

The National Federation has a friendly working relationship with the major and minor baseball leagues. A joint baseball committee made up of representatives from both groups sets up a program for each season. This program is designed to give baseball some of the same attention that was once devoted almost entirely to basketball and football. The program includes an agreement whereby no high school boy will be signed to a professional contract until after he has graduated or, in certain cases, until his class has graduated.

The National Federation was formed in 1920. Until 1940 the work of the organization was administered as a part-time project of the office of the Illinois State High School Association. A separate office and a full-time staff were established in 1940.

The Interscholastic Athletic Program

ONE ATHLETIC PROGRAM should sponsor as many competitive activities as possible, in order to provide an opportunity for a maximum number of individuals to participate. It should involve such a level of competition as to provide additional training and competitive experiences for the superior athlete whose talent can accommodate to, and profit by, such a regimen.

Selection Of Activities

Selection of activities to be included in the program should be based on available facilities, competent instruction, students' interest, available funds, nearness of competitors, and inherent values.

An activity should not be attempted without giving due consideration to the accessibility of both practice and contest facilities. The demands of competition require that the individual be well trained in skills and techniques by competent instructors. The need for an activity must be felt by the students before the activity is included in the interscholastic program. The interest which coaches, administrators, and the community have in a particular activity can be transferred through various means to the students. The inclusion of an activity in the program should depend greatly on the availability of competition.

Each activity in the program needs equipment and financial support, and the nature of each activity requires a different approach to this end. Some activities are entirely dependent upon school funds, some are self-sustaining, and still others provide a financial profit.

In order to be educationally sound, a competitive activity should meet certain specifications. It should provide an oppor-

tunity for physical development, social cooperation, recognition of moral obligations, and development of acceptable traits of citizenship.

Those responsible for interscholastic athletics should exercise caution lest athletics be expanded beyond the best interests of the participants. The athletic program is designed primarily to provide team experiences in a proper psychological and physiological sequence. It should be confined to events that are sponsored and supervised by proper school authorities in order that exploitation or improper use of the prestige acquired by athletes or school teams may not occur.

The broad fields of physical education and intramural athletics provide experiences for students during their entire school career. These basic areas may develop interests and skills in athletics which eventually lead to participation in interscholastic sports.

Organization

Organization of any sound athletic program in the school, regardless of the school's size, depends directly on the leadership given to the program. It is the duty of the principal to see that adequate authority is vested in the person responsible for the athletic program. The program should be organized in such a way, moreover, that each member of the staff is assigned a specific job. By a distribution of duties such as in the suggested organizational diagram in Appendix I, page 71, each member of the department can feel that he has an active and important part.

The person in charge of the program should be aware of the facilities and physical make-up of his plant and should develop it to the fullest potential use, always keeping in mind its limitations. He may secure outside help for the program from the community, but he should do this with caution and with the approval of the principal. Regularly scheduled department meetings may be used to attack and solve problems. The principal should be invited to all these meetings. This group approach to problems will promote good organization and will stimulate loyalty to the entire program.

Finances

There are numerous sources of income for financing interscholastic athletics. For the most part, gate receipts must carry the burden. The selling of season tickets is a recommended method of increasing gate receipts. Such a method guarantees a definite income despite poor teams and bad weather. It also provides funds early in the season, when they are often needed. Some schools find it necessary to present special functions in order to raise funds. School organizations and cooperative civic organizations can be of great help in these efforts.

The financial management of the athletic program should be one of the most important responsibilities of the coach. The necessity of using available funds to provide the greatest possible service for all requires that especially effective and sound business procedures be used. In dealing with school funds, it is important that no transaction go unrecorded or unexplained. At all times the entire records, showing receipts, disbursements, and balances or deficits, should be open to inspection. These records should be clear, brief, and complete.

The control of athletic finances has been largely taken away from the coach.¹ This fact limits criticism and releases the coach for other duties. The philosophy and practice of the state school administration indicates that athletic funds should be handled in the same manner as other school funds.

Each school presents its own problem. Administrative and athletic staff members, however, who are involved in expenditures for athletic activities should help prepare the budget and estimate in advance probable income and expenditures. Sample budget forms are included in Appendix III, pp. 73-76. Its preparation is of value to those in charge of high school athletics because it requires that they anticipate, as far as possible, all the factors involved. If several athletic activities are supported from a central source of funds, a budget is especially helpful because it gives each division reasonable assurance of the share and amount that will be available to it. The athletic budget should conform to the general principles governing budgetary practices within the school system. The athletic director or coach is responsible for implementing the budget as it has been ap-

¹*Florida Statutes*, Sec. 230.43 (7).

proved. Once prepared and approved, it must be followed carefully and conscientiously. Any revisions of it should be made only with the approval of those who prepared it. An accurate record of income and expenditures, with periodic checks of the current status of the budget, is necessary in order that the athletic director or coach may use budgeted funds most economically. Periodic reports from the bookkeeping department showing all financial transactions to date will facilitate such checks.

In cities there is a marked trend toward having athletic affairs directed from the central office. Many different plans are used in this method of operation. In one plan, the athletic funds are turned over to the central office. Ten per cent of each athletic department's gross receipts is placed in the general fund. The remaining ninety per cent may be expended by the school and the surplus carried over for future use. The money in the general fund is used to assist needy schools. In some cities the central office purchases the athletic equipment for all schools. Another plan places all money obtained from paid admissions in a general school budget for use by all student organizations.

Athletic Equipment

THE EFFICIENT PURCHASE of athletic equipment and its subsequent care are two of the most important problems confronting coaches and athletic directors. In order to provide and maintain an adequate athletic program, coaches must use sound business methods in purchasing equipment and good management practices in caring for it.

The Purchase Of Equipment

In most schools purchase of equipment is the largest item of expense in the athletic budget. It is of great importance that the person who does the purchasing make a study of equipment in order to evaluate it thoroughly and become acquainted with the policies, methods, and techniques by which equipment may be bought and cared for most economically.

Selection Of Equipment

There are two main factors to be considered in selecting equipment. First and of paramount importance is consideration for the safety and welfare of the students. Then, too, purchasing of equipment should be within the range of the school system's ability to pay. These two basic principles together with the following practices will serve as guides:

1. Before equipment is ordered, the principal or athletic director should approve a budget of equipment needs.
2. Buying should be done systematically, at regular times and through standard procedures. It should be done early; fall equipment should be purchased in the spring and spring equipment in the fall.
3. The coach should be consulted regarding the purchase of athletic equipment for his particular sport.

4. Purchases should be made after an inventory of existing equipment is completed and the needs determined. The inventory is the best insurance against over-buying on some items and under-buying on others.
5. Quality goods that conform to specifications should be bought; the purchase of equipment merely because it is cheap should be avoided.
6. Equipment should be standardized for easy replacement.
7. If possible, equipment should be bought in quantities large enough to secure legitimate discounts and to obtain better prices.
8. A record should be kept of the price schedules of several firms. When he is ready to buy, the purchasing agent should compare these schedules and should demand a price consistent with market conditions.
9. When possible, he should purchase from local dealers if their quality, price, and service are comparable to those of other dealers.
10. He should experiment with new equipment by purchasing a few items and trying them out under controlled conditions.

Method Of Direct Purchasing

Direct purchasing is that method of purchasing by which the coach negotiates personally with a dealer or dealers for buying equipment. Some good practices to follow in direct purchasing are:

1. The purchasing agent should divide purchases among several of the best athletic equipment houses. No one manufacturer makes all the best equipment, and no one retailer can render the best service on all types of equipment. In cities that have more than one sporting goods store, it is good public relations to purchase some equipment from each.
2. He should not purchase equipment while under pressure of the salesman to buy. Instead, he should receive all

salesmen of reputable firms and give each an opportunity to display, demonstrate, and discuss his product he should make up the order later.

3. To insure accuracy, legality, delivery, and payment, he should use regular school forms for purchase orders.
4. Orders should be made in writing on duplicate or triplicate purchase order forms. There is a sample order sheet for equipment in Appendix IV, p. 77. One copy should be placed in the coach's file, one in the athletic director's file, and one in the principal's file. When he places orders over the phone, he should keep a written memorandum giving a description of the article, size, amount, and unit cost.
5. On receiving the invoice, he should check it with the purchase order form for shortages or errors. When goods are received, he should examine them immediately for quantity and quality. Any damaged equipment should be returned to the manufacturer or dealer immediately.

The Method Of Bid Purchasing

In recent years there has been a trend toward schools pooling their purchasing needs, thereby increasing their ability to purchase most economically. This has been done through county administrative channels. The county school board places the entire order according to the needs of the individual schools and then pays the vendors within thirty days of receipt of the goods. The school board is then reimbursed by the individual schools before the end of the school year. Another method is for individual schools to pool their needs, with one school responsible for ordering the total amount. Each school, in turn, pays the dealer directly for its own purchase. In the purchase of equipment on a bid basis, it is important that:

1. Specifications be clear and concise, stating the kind, number, and quality of articles
2. Catalog descriptions be used for identification of articles
3. The right to reject any and all bids be placed on every advertisement

4. Method of payment be stated
5. Time and place of delivery be clearly stated
6. When the bid is accepted, it be considered legal and binding. For sample invitation to bid, see Appendix V, p. 78.

Care Of Equipment

The value of an efficient system of purchasing equipment can be lost unless proper care and repair are given during the playing season when equipment is in use and careful storage provided when the season is completed. A properly heated, ventilated, and lighted equipment storage room with adequate space for handling and repairing equipment should be provided. In some schools a dehumidifier has proved a great help.

A wholesome attitude among players toward the use and care of equipment should be encouraged. Players should understand that the equipment is loaned to them and that it is their responsibility to care for it properly during the playing season. Players should sign for equipment issued them and should be held responsible for its safe return. There should be a systematic method of cleaning and issuing equipment. It should be the policy of the administration to help enforce the rules set forth by the athletic department regarding student responsibility for the replacement of lost equipment.

One person should be designated as responsible for the care and issue of equipment. An efficient and perpetual inventory system should be designed and maintained carefully. It is advisable to use a card file or record book in which to record the description and size of equipment and the name, grade, position, telephone number, street address, and locker number of the player to whom equipment is issued. A proper marking system for identifying equipment should be devised. A conscientious student manager should be secured and then properly supervised by a coach.

Periodic checks of equipment for safety and for detecting and replacing damaged equipment should be made. (Examples: Football shoes should be checked for missing cleats. Helmet suspension should be checked for looseness. Leather shoes in use should be brushed and oiled weekly and after use in the rain.)

Arrangements should be made to care for minor equipment repairs. (Examples: The home economics department can assist in repairing uniforms. Local shoe repair shops can be of help in repairing athletic goods, if the need for minor repairs is detected early.)

Clean uniforms and underclothing should be issued frequently. In schools where players furnish their own personal equipment such as socks, supporters, and towels, coaches should insist that they be kept clean.

Every coach should make a special effort to improve his knowledge of the care and repair of equipment, since equipment is both a major safety factor and the largest item of expense in the athletic budget.

Managers

The job of the coach can be made more pleasant and efficient with the help of an energetic, intelligent, and conscientious manager. It has been said that a good manager is more valuable to the coach's program than a star athlete. Prior to the start of the sport season the coach should provide each manager with a list of instructions describing managerial duties. This list should be revised each year with the aid of the managers. The following are some of the duties of a manager:

1. To make a check list of equipment needed for practice and for contests and to have the equipment ready to issue the players on the proper date
2. To prepare locker cards and equipment issue cards (For sample equipment card, see Appendix VI, p. 79.)
3. To issue equipment and check it in
4. To keep a record of daily attendance
5. To record the weight of players before and after practice
6. To keep the equipment in order, replace torn equipment, and keep equipment clean
7. To attend in a courteous manner to needs of visiting teams and officials
8. To help the coach keep a record of substitutions during a game—for award purposes

9. To score and chart practice scrimmages and regular games
10. To inform the coach of equipment needs
11. To prepare a complete equipment inventory at the end of the season
12. To clean and pack all equipment and store it in a proper place at the end of the season
13. To organize and define the work of the assistant managers
14. To make recommendations for the improvement of the managerial system

Coaches should remember that the high school manager is a young boy who should be properly supervised. The manager constantly needs help and instruction. It is not possible for him to assume final authority; this responsibility belongs to the coach.

Inventory

It is most important that the coach keep an adequate inventory of athletic equipment in all sports. In order to do this, he should have a standard form that will meet his particular need. The form should be selected on the basis of simplicity and adequacy. Sample inventory forms are included in Appendix VII, pp. 80-81.

A good inventory should indicate:

1. The quantity, quality, size, and condition of all equipment on hand
2. Equipment that needs repair or replacement
3. New equipment that is needed
4. Lost equipment
5. The efficiency of the equipment manager

The coach should make an inventory of all sports equipment prior to the beginning of his particular sport season. This inventory should include all equipment, both used and new. He should also keep a running inventory during the season in order to determine what equipment is worn out or lost.

Immediately after the close of each season, an inventory of all equipment should be made and needs for the coming season

estimated. The head coach of the sport concerned should be responsible for the preparation of the inventory. By preparing the inventory himself, the coach will have a much better understanding of the equipment situation than if he allows someone else to prepare it. Inventories should be available from one year to the next. This procedure places the coach in a favorable position to discuss budget needs.

Athletic Facilities

THE HEAD COACH or athletic director is responsible for the supervision and maintenance of all athletic facilities. He should delegate some of this responsibility to the coaches of the various athletic teams.

Indoor Facilities

The locker rooms, showers, and toilets must have a proper space arrangement, must be kept sanitary, and must have the proper degree of security if they are to provide efficient service. Adequate supervision of these areas can be accomplished by providing the following personnel: one coach assigned to this duty, a paid member of the custodial staff, and student managers. It is important that the supervision of locker rooms and shower room be continuous, authoritative, responsible, and understanding. The use of locker and shower rooms can be a source of excellent training in cooperation for the teams using them.

The dressing rooms must be both safe and clean. The student should feel that his personal effects, street clothing, game uniforms, and books are safe from theft or destruction. A sense of security on the part of the athlete makes for good morale generally. Efficient checking of valuables, towels, game and practice uniforms, balls, dummies, and the like is necessary. This checking is usually a duty of the team manager under the direction of the coach. The custodian should be required to clean the floors of the locker, shower, and toilet room daily with a good quality germicidal scrub soap. Toilets and urinals should be scrubbed daily with an effective disinfectant toilet bowl cleaner. The coach assigned to these areas must check the sanitation daily with the custodian. The custodian should be made to feel that his job is important to the success of the athletic teams. In order that desirable results may be obtained in the care of locker

and shower rooms, it is necessary that the coach thoroughly indoctrinate the members of his squad at the beginning of the season. A weekly inspection may well be a part of this program.

One of the coaches, possibly the basketball coach, should be held responsible for the care and maintenance of the gymnasium. The floor of the gymnasium should be properly sealed once a year, preferably just before the basketball season opens. It should be cleaned thoroughly with wide dust mops before classes each morning and before and after basketball practice. This is not only a hygienic practice, but it is also one that will help secure good footing for the players, thus often reducing injuries.

During contests, at basketball games in particular, there should be sufficient ventilation. Windows should be open and fans put into operation well before game time. In order to maintain a minimum acceptable standard of light for night contests, an electrician should at regular intervals replace faulty bulbs and clean the porcelain reflector area of each unit.

Outdoor Facilities

The playing areas are of great importance to the coaches. Good, firm, smooth turf assures the greatest degree of safety and efficient performance on all fields. The most satisfactory grasses are Tifton 57, or Tiftlawn, common Bermuda, and Pensacola Bahia. (A comprehensive chart on grasses is to be found in Bulletin 13-A, which can be secured from the State Department of Education, Tallahassee, Florida.) The field should have about ten inches of crown, or turtle back, to assure proper drainage. Irrigation is essential for good turf; therefore a permanent sprinkler system or portable sprinklers with hose are desirable equipment. The football field requires about one inch of water two or three times a week, and when rains do not supply it, the field must be irrigated.

Most turf should be fertilized two or three times a year—in May or June, in the middle of August, and at the end of the playing season. In August a nitrate fertilizer should be used; the other applications should be balanced fertilizers. Before it is fertilized, the turf should be damp and aerified if possible. After the fertilizer has been applied, the turf should be kept wet for two or three days.

The football field should be properly measured and marked with marble dust. The coach should be sure that the goal posts are properly placed and that they conform to specifications. He should check and place the yard markers and goal line flags. It is desirable to have spectator control fences around the football field.

All lighting fixtures should be checked by experienced electricians before the season opens. Stadium and bleachers should be maintained at all times to insure maximum safety and comfort. Decayed or broken seats and floor boards should be repaired, and all railings should be checked for strength to support the weight of crowds. In the off season, wood parts of a stadium or the bleachers should be treated with wood preservative or paint. Steel work should be scraped and painted every two or three years.

A running track of cinders and clay should be regularly dragged, rolled, and sprinkled. Weed killer or salt can be used to prevent growth of grass and weeds. The track should have the running lanes, hurdle stations, and starting and finishing stations marked with marble dust. The jumping and vaulting pits and runways must be kept full and soft to assure maximum safety. Shot and discus circles should be placed in such locations as to minimize the possibility of accidents with these implements.

Hard-surfaced courts of asphalt or concrete that are used for basketball, volleyball, and other sports should be marked in contrasting colors for the various sports. Traffic paint may be used for this purpose. Yellow for basketball and white for volleyball make a neat and easily visible combination.

Basketball goals should have at least a four-foot overhang and should be constructed of steel and/or concrete if possible. A safety hazard that should be corrected is any sharp edge or drop-off on the outside boundaries of hard-surfaced courts. All holes and large cracks should be repaired at once. Patching asphalt is recommended for this purpose.

In order to maintain a good school baseball diamond, it is necessary to grow a good turf on the infield. Bermuda is recommended. To get a good turf requires regular fertilizing, sprinkling, and mowing. The infield should be turtle-backed and should be top-dressed two or three times a year. The base paths need a clay and sand mixture to give a firm footing that is not

too hard when dry nor too sticky when wet. They should be raked, dragged, and sprinkled daily. Home plate, pitcher's plate, and bases should be accurately placed and maintained with emphasis on safety to the players. The outfield should be clear of obstructions for 350 feet from home plate between foul lines and should have a level, firm turf. Bahia or carpet grass is recommended. Mowing, fertilizing, and aerifying treatments should be the same as for the turf maintenance on football fields.

The coach should make certain that the backstop frames are solid and the wire screens in good condition. All holes should be repaired or wire replaced as a safety measure. Spectator control fences or cable three or four feet high should extend down the first and third base lines.

The coach should utilize all the resources possible in the community. County school maintenance should be requested to use county equipment and men to mow grass, drag and roll the running tracks, paint the bleachers, and the like. The coach may enlist the help of city officials and county commissioners to have clay, top dirt, and sod hauled. County equipment can often be secured to grade and roll athletic fields. There are certain duties, however, that the coach, custodian, and students should help with, such as sprinkling football turf, track, and baseball diamonds, raking areas when raking is needed, and using dust mops on the gymnasium floor. At no time should these duties be assigned students for discipline, nor should they be considered in any sense a work detail.

It is desirable for the coach to have in his office blueprints or scale drawings of all facilities. The locations of master electric switches, water cut-off valves, water lines, and sanitary and storm sewers should be shown on plot plans of the athletic facilities. A tool and equipment house should be maintained in which sprinkler heads, hose, wheelbarrow, rakes, shovels, marble-dust or lime-marking equipment, lawn mower, charging sled, dummies, hurdles, standards of various kinds, and the like may be kept out of the weather and may be secure. Such an equipment house can be built under a stadium or under bleacher seats. It should be strongly built in order to insure security. It should be placed, if possible, where it can be under regular surveillance.

Preparation For Contests

EFFICIENT MANAGEMENT of athletic contests, both at home and away, is an important aspect of administering a high school athletic program. In many situations the reputation of the school is measured by the manner in which athletic events are conducted. If the events are well planned and conducted in a businesslike manner, the public will recognize and appreciate the coach's effort. Proper athletic management helps establish a favorable reputation for the school.

Home Contests

Preparation of all details pertaining to home games well in advance is necessary for efficient administration. The day of the game is too late to start thinking of the many items to which the coach must attend. The following should be considered prior to a home contest:

Contracts

Contracts should be examined prior to the day of the game to make sure the day and date are correct. The contracts should be in duplicate form and fully signed by authorized people. A second copy of the contract should be on file in the principal's office. One of the copies should be available at game time for reference.

Eligibility Records

A check should be made to be certain that the eligibility list of the home school has been sent in accordance with the regulations of the state association to the Florida Activities Association office. It is essential that the list contain correct addresses. A game eligibility list must be available for exchange prior to the contest.¹

¹*Constitution, Florida High School Activities Association*, Article 6, Sections A and B.

Physical Examination And Parental Consent

The athlete must secure a physician's certificate to the effect that he is physically fit for athletic competition, and he must present the certificate and his parents' consent in writing before he is eligible to participate in any athletic contest. These records should be kept on file.²

Game Facilities

The condition of the field should be checked prior to game time. All areas should be examined for hazardous conditions, cleanliness, and proper marking and designation. Special attention should be given to the position of fences and players' benches.

Publicity

The regular and accepted means of publicizing athletic events of a school should be followed. News should be released by the coach, athletic director, or principal.

Courtesies to the Visiting School

The visiting school should be contacted a week or ten days prior to a contest and advised concerning the location of the contest, the color of jerseys to be used, and the time, date, and officials for the game. A student manager should be assigned to the visiting team when it arrives. He should show the visiting athletes their dressing quarters and should direct them to the playing area.

Tickets

Season, student, and general admission tickets should be prepared and distributed well before the season starts. A definite plan for the distribution of tickets should be set up and followed. Duplicate records should be kept of all ticket releases and sales. The school must have a definite and firm policy regarding complimentary tickets. Arrangements should be made for the selling and taking of tickets at the game. It is generally preferable to have adults perform these services.

Programs

Care should be taken in the preparation, printing, and sale of school athletic programs, since they can be a good source of revenue for the athletic department. The correct names and

²*Ibid.*, Article 14, Section M.



numbers, and sometimes pictures, of the contestants should appear on the programs. It is also desirable to include some of the major rule changes and interpretations.

Concessions

Interscholastic athletics are expected to be self-supporting. It is therefore recommended that, in order to help meet its financial obligations, the athletic association own the franchise for all concessions.

Ushers

Ushers should wear distinctive apparel or buttons as identification. Students should be trained and used as ushers.

Police Protection And Parking

The presence of uniformed law officers at all home contests is recommended. The officers should be given detailed instructions regarding traffic control, spectator control, service and team entrances, half-time shows, and the like.

Reserved Areas

Reserved areas should be plainly marked and roped off.

Cheer Leaders

Cheer leaders can help maintain proper order by assisting the ushers. A space should be allotted for their activities.

Scoreboard

A board indicating the score, quarter, inning, or amount of time remaining for the game should be displayed in a prominent place. A competent person should be in charge of the scoreboard.

Bands And Half-Time Arrangements

Reserved seats should be provided for bands. The amount of time they will have for half-time maneuvers should be known to them and should be strictly observed.

Public Address System

The mechanical performance of the public address system should be checked before game time. The announcer should be impartial and well-trained, and his announcing should be clear. The home team should provide competent spotters. The information regarding substitutions and penalties should be prompt and correct.

Medical Care

A physician should be present at all rugged-contact athletic contests. If possible, an ambulance should stand by in an area where it will not be observed by the public. It should be brought on the field only on request of the physician. Stretchers should also be available.

Scorers, Timers, And Assistants To Officials

Adequate provision should be made to have assistants for the officials at contests. The same assistants should be used the entire season. It is recommended that chain and box men be paid for their services.

Contract Guarantees And Payments

It is recommended that checks for visiting schools and officials be presented to them prior to the game.

Rest Rooms

Rest rooms should be checked for sanitation and supplies prior to game time.

Players' Benches

Reserved areas for players and coaches of the visiting and the home teams should be roped off.

After-game Responsibilities

After the game the coach should do the following things:

1. Be certain that all injuries are given immediate attention.
2. Rate officials and send the rating to the athletic association.
3. Check the contest receipts and expenditures.
4. Check the storage of equipment and make sure that it is adequately ventilated.
5. Check participation records for award purposes.

Out-Of-Town Contests

Regardless of the size of the team or the distance to be traveled, there are several matters concerning the trip to which the coach must attend. Transportation, finances for trip, equipment, game details, eligibility records, game contract, trip personnel, hotels and eating accommodations, players' dress, and diet must all be given careful consideration by the coach.

Athletic teams should be transported only by bonded public carriers. Private cars driven by adults are the most common means of transportation but should not be used unless absolutely necessary. If private cars are used, the coach should insist that the driver have insurance that will cover all occupants. Under no circumstances should student drivers of private cars be allowed to transport athletic teams on out-of-town trips. A team should travel as a unit to and from the game site. For the trip a definite plan should be made which will include time of leaving and estimated time of return. If a school bus or chartered bus is used, only student managers, players, school officials, and coaches should be taken on it.

All finances should be handled by the head coach or other properly authorized person. Sufficient money should be withdrawn from the school athletic funds to take care of meals, lodgings, and incidental expenses. There should be a strict accounting of all trip funds.

Each player should be held responsible for his own personal playing equipment. Student managers should be in immediate charge of team playing equipment and supplies; the coach or his adult representative, however, may need to exert occasional supervision.

Prior to the trip complete information about the game should be made available to all concerned. Confusion can be avoided if such items as time, place, location of dressing rooms, and policy on tickets are known.

The eligibility of all players should be checked prior to leaving. The name of each player must appear on the game eligibility list.

The game contract should be accessible for reference at all times. It should be in possession of the person in charge in case any differences arise.

A definite time should be set for posting the traveling list. A letter giving details of the trip should be written to all parents. The time of leaving should be announced, and the team should leave on time.

Arrangements for eating and sleeping must be made in advance of the trip. The team should stay in the best hotel the budget will allow, and all should eat together in the assigned place.

Players should be clean and neat at all times. The coach should stress to the players the fact that they are representing their school and community and should dress and act accordingly.

It is now believed that, if the diet is balanced, what athletes eat is not as important as when and how and how much they eat. The fact that three and a half to four hours are required for the stomach to digest a meal should be a guide. The following is a suggested pre-game meal:

Small Beef Steak
Dry Toast
Weak Tea

Baked Potato
Celery
Water

Games away from home require the same careful planning and supervision as those played at home. It is the responsibility of the local school authorities to provide positive steps to assure efficient management and administration.

Awards

AN ATHLETIC AWARD is a symbol of athletic accomplishment and good sportsmanship. Since the award is a symbol of accomplishment, its value lies in its implication rather than in its monetary worth. The monetary worth of awards is limited by the rules of the Florida High School Activities Association, and no effort to circumvent the limitation should be tolerated. Groups outside the school should be informed of the regulations governing the awards:

"No award of any kind having a utilitarian value of more than \$1.00, other than medals or letters, shall be made . . . to players for participating in interscholastic athletics. However, sweaters and jumpers are hereby declared to be of decorative value rather than utilitarian value . . ."¹

The coach should, in cooperation with the principal, set up definite machinery for the purpose of administering the school athletic award system. The following considerations will enter into the planning: (1) The experiences and convictions of the coach; (2) the practices previously in force in the school; (3) the environment of the school (*i.e.*, whether it is a large school in a large town, a small school in a small community, a school in a rural community, a consolidated school, or a parochial school); (4) the financial condition of the athletic department; and (5) the attitude of the students and faculty and, in some instances, of the Athletic Council.

General Policies

As there are nearly as many different athletic award systems as there are high schools in the State, it is not feasible to recommend one. There are, however, some general policies which are recommended:

¹*Constitution, Florida High School Activities Association, Article XV.*

1. The size of the letter award should be the same for all sports.
2. High standards of achievement should be required for awards in all sports.
3. The requirements for the award should be clearly understood by all concerned, including the general public.
4. Outside groups should be discouraged from giving athletic awards to athletes.
5. Awards should be made as soon after the completion of the playing season as possible.
6. Awards should be presented at the school. This might be done in an all-inclusive assembly near the end of the school year or in assemblies after each sport season. Some schools have included awards for debating, music, glee club, dramatics, and the like as a part of the all-inclusive assembly.
7. If a specified amount of participation is a requirement for the award, the coach should keep accurate records of time played by each student.
8. Injuries that occur while the athlete is participating in sports should not exclude him from an award.

Occasionally a situation will arise in which the coach will have to determine the merit of the individual case. Rigid regulations serve a useful purpose only when such regulations do not harm an individual in unusual situations. Such unusual situations should be handled by the coach. In the final analysis, if participation is the requirement, the degree of participation as well as the time, should be a factor in determining the award.

Awards Systems

The following are some of the methods presently being used by schools throughout the State in determining eligibility for school letter awards:

System I

1. General Provisions

The first time a boy earns a letter, he receives a letter award. The second time a boy earns a letter, he receives

a sleeve chevron only. The third time a boy earns a letter, he receives a second chevron. When a boy serves on a squad through his senior year, he receives a letter (service) award. Varsity award is a 6-8 inch letter; "B" squad award is 4-6 inch letter; freshman award is a set of numerals.

2. Football

A varsity player shall be eligible for a letter when he has participated in six more quarters than the total number of games. Six of these quarters must be earned in the last four games. (Example: In a ten-game schedule, sixteen quarters will be necessary.)

3. Basketball

The player shall be eligible when he participates in eight more quarters than the total number of games played. Eight of these quarters must be earned in the last six games.

4. Baseball

A player shall earn a letter when he has competed in eight more innings than the total number of games played. Eight of these innings must be in the last six games.

5. Track

A player must score four more points than the total number of meets. Six of these points must be earned in the last four meets.

6. Tennis, Golf, Swimming

A player must participate in fifty per cent of the meets or matches and must contribute to the team's winning by scoring first, second, or third place in the district or state meet, and/or must score one or more points in the state meet.

System II

An athlete will be eligible for a letter when he participates in a sport and completes the season. He must be in attendance at all practice sessions, except for absence caused by illness and unless he is given permission to be absent. He must have a proper attitude toward his teammates, the game, and his opponents. He must have a good conduct record in school. The coaching staff will determine the eligibility of players for awards.

Injuries and other circumstances beyond the control of the student will be taken into consideration. Failure to meet eligibility standards will be considered failure to complete the season.

1. If a boy letters in his freshman or sophomore year, he receives a letter award only.
2. If he letters in his junior year, he receives a sweater or a jacket and a letter.
3. If he letters during his senior year, he receives a blanket and a letter.

System III

1. General Provisions

A boy qualifying for a letter the first time receives a letter award. Any subsequent letter award is designated by certificate only. If he is a letterman and then letters again during his senior year, he receives a senior jacket. If a boy letters only in his senior year, he receives a sweater and a letter.

2. Football and Basketball

A player must play in one-half of the quarters of the total games played. (Example: A ten-game schedule equals forty quarters; twenty quarters are necessary.) The player must meet eligibility standards and have a good conduct record. He must complete the season; failure to meet eligibility standards shall be considered failure to complete the season. In borderline cases, the coach shall have the discretion to determine the player's eligibility for an award. Injuries and other circumstances beyond the student's control shall be taken into account.

3. Baseball

A player must play in more than one-half of the total number of games played. This provision shall not include the pitchers.

4. Track, Golf, Swimming

A participant must score in a county, conference, district, or state meet and complete the season satisfactorily.

System IV

The requirements of this system are similar to those of Sys-

tem III. A player earning an award in football receives a jacket and letter each year he letters. An award winner in basketball receives a sweater and letter each year he letters. All other sports award winners receive a letter only. In all sports, the captain receives a captain's star.

Liability In Florida Schools

LIABILITY LAWSUITS resulting from injuries to school children during interscholastic athletic activities are rare in most states; protection for the coach, however, lies in a sound understanding of the principles of liability. Appendix VIII contains definitions of pertinent legal terms on page 81. Every coach should have a thorough knowledge of the following topics: (1) who is liable for accidents in the athletic program; (2) what constitutes negligence; (3) the principal defenses against suits for damages; and (4) means by which suits can be avoided.

Who May Be Held Liable

With the exception of a very few states, the school boards and similar agencies in charge of public schools are immune from tort liability, unless there is a statute which places liability upon these agencies. The state, because of its sovereign nature, is immune from tort liability, and the agencies in charge of public instruction are regarded by the courts as branches of the state government.

Another reason given for the immunity of these agencies is that school districts and boards of education have no power to divert funds given to them for school purposes alone. In other words, these agencies have no money with which to pay tort damages. This was the reason cited in a 1948 Florida Supreme Court decision which held that a county board of public instruction was immune from a tort action, since it had no funds with which to pay damages:

The principle of immunity from tort has been approved by indirection in Sections 9 and 13, Article 12 of the Constitution, wherein the public school fund is detailed and immunized from use for any other purpose. . . . Whether the duties of Boards of Public Instruction are governmental or proprietary is not necessary to decide. They are limited strictly to the conduct of the public schools and they are required to use such funds as they have for the purpose and no other.¹

¹*Bragg v. Board of Public Instruction of Duval County*, 160 Fla 590, 36 So. 2nd 222 (1948).

The above case did not involve injuries received in an athletic program, but the principle announced in the case can be applied to all phases of the school program. Other reasons have been given for the immunity of state agencies to tort liability. This doctrine of immunity, however, does not extend to the individual employees of these agencies. Principals, supervisors, coaches, and other teachers are subject to the usual rule covering tort liability. "Succinctly, such individuals are liable for injuries resulting from their negligence, and are not liable, regardless of the kind of injury, if not negligent."²

What Constitutes Negligence

Negligence has been legally defined as the failure to act as a reasonably prudent person would act under the circumstances. This is a vague and elusive definition for the layman and requires clarification. The following elements are necessary if a suit based upon negligence is to be successful:³

1. Duty to conform to a standard of behavior which will not subject others to an unreasonable risk of injury
2. Breach of that duty
3. A sufficiently close casual connection between the conduct or behavior and the resulting injury
4. Damage or injury resulting to the rights or interests of another

In view of these elements, it can be seen that negligence is based not only upon carelessness but also upon conduct or behavior which should be recognized as involving risks to others. A coach who fails to avoid a dangerous situation through carelessness, ignorance, forgetfulness, or poor judgment may be found negligent and held liable for damages. The following are some questionable practices of coaches which may be the basis of legal liability:

1. Supplying pills (e.g., Aspirin) for headaches
2. Examination and diagnosis by stethoscope

²Leibee, Howard C., *Liability for Accidents in Physical Education Athletics, Recreation*, Ann Arbor, Ann Arbor Publishers, 1952, p. 20.

³*Ibid*, p. 5.

3. Prescribing anti-cold pills or capsules
4. Strapping and taping without expert assessment for possible fracture
5. Permitting return to play of a player with a head injury
6. Playing injured players not medically certified
7. Permitting students to return to activity after illness without medical certificate
8. Prescribing gargles or swabs for sore throats
9. Use of cutting instruments on calluses, corns, bunions, and ingrown toenails
10. Administering local anesthesia to permit play after injury
11. Employing physical forces (e.g., heat) without medical order
12. Attempting to revive unconscious persons

A coach can be liable if he administers too little first aid and also if he administers too much.

Principal Defenses Against Suits For Damages

The best policy for all concerned is to do everything possible to prevent actions for damages. If a coach should be sued for damages, however, he has the following defenses at his disposal:

Proximate Cause

For the negligent person to be held liable, the negligent act must be established as the cause or a substantial factor in bringing about the injury.

Assumption Of Risk

By participating in certain activities, the injured person assumes the normal risk involved in the activities.

Contributory Negligence

Any conduct on the part of the plaintiff contributing to his own injury denies him the right to recover damages.

Vis Major (Act of God)

The injury may be the result of the forces of nature; it may be an inevitable accident, not caused by the negligence of the sued.

Coaches should know that waiver forms from parents or guardians do not provide immunity to tort liability. They do assure parental knowledge and permission, however, and may prevent the filing of suits by parents.

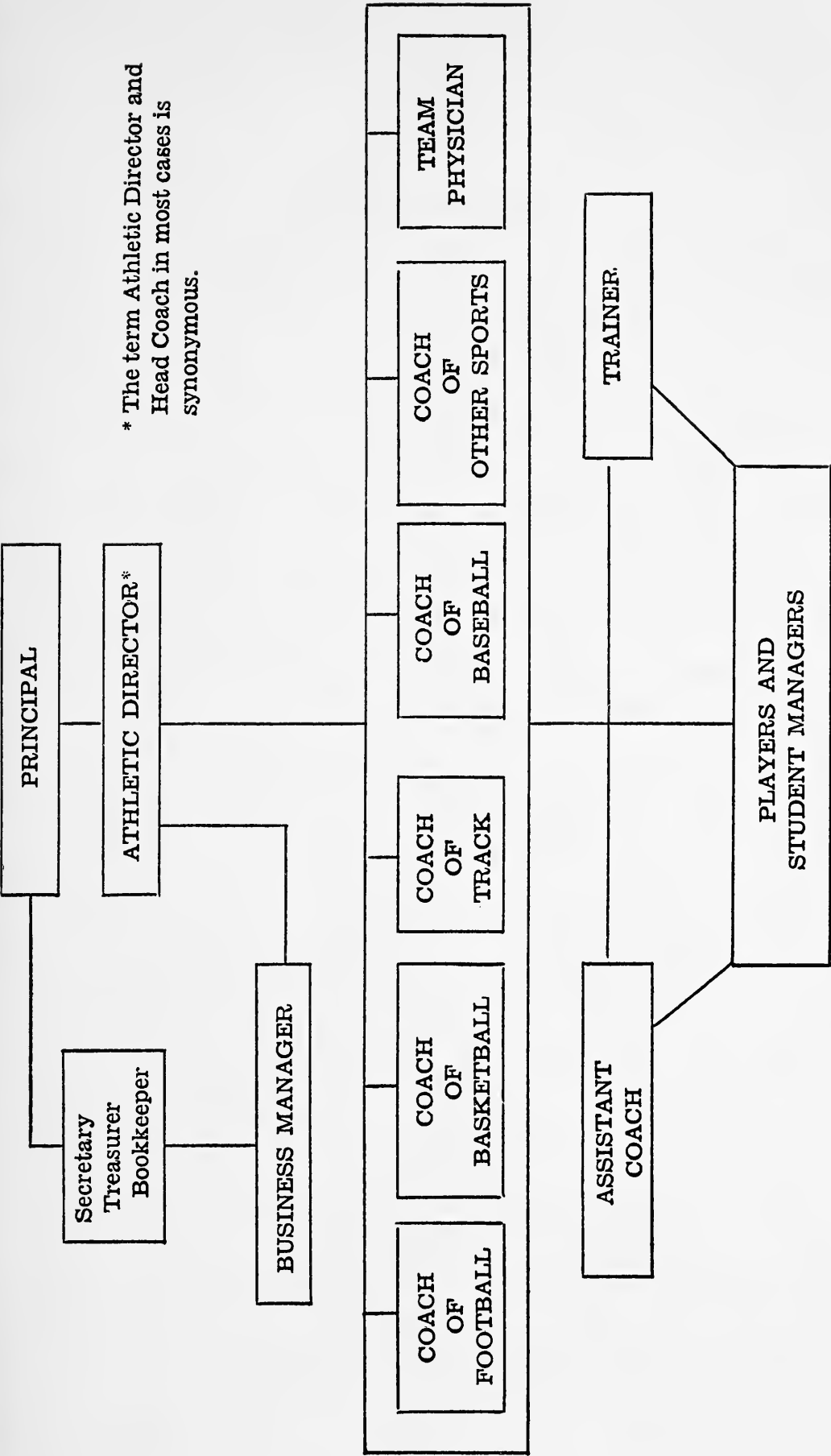
Avoiding Damage Suits

As individuals, coaches must be concerned with protecting themselves against suits for damages. They should be concerned with providing a safe environment for their students. It is educationally unsound to coach an activity in a dangerous manner in unsafe surroundings. A comprehensive and continuous safety program should be the primary concern of every coach.

The coach should be sure that the environment is safe. He should have all apparatus, equipment, and facilities inspected periodically to locate hidden hazards. Any hazards should be removed, and if the coach cannot correct the hazardous condition personally, he should notify in writing the principal of the school and should keep a carbon copy of the notification. The activities selected and the manner of coaching them should not make unreasonable demands upon the capacities of students. Equipment and apparatus should be locked up when not in use.

In case of injuries, a qualified coach should give first aid. Serious injuries should be treated by a physician. Injured students should not be allowed to continue participation until the extent of the injury is determined. In serious cases, medical clearance should be required. All students should be encouraged to have accident insurance, and the coach should have comprehensive personal liability insurance. Complete, detailed accident reports including the names and stories of eye-witnesses should be filled out immediately after an accident. These reports serve two purposes: (1) they may serve as evidence in case of a suit for damages; and (2) they focus attention on hazards that should be eliminated.

A conscientious coach who has the interests of his players in mind is not likely to be sued for damages. In the unlikely event that this should happen, however, he should be aware of his legal rights. A sound knowledge of the rules governing tort liability may serve both as a protection to the coach and as an incentive for improving the athletic programs in the school.



SUGGESTED ORGANIZATIONAL DIAGRAM

Contents of Medical Kit

- | | |
|---------------------------|----------------------------------|
| 1. Rub-down liniment | 15. Tape remover |
| 2. Foot and body powder | 16. Ace bandage |
| 3. Athletic ointment | 17. Ankle wraps |
| 4. Merthiolate | 18. Roll gauze: 1", 2", 3" |
| 5. Smelling salts | 19. Gauze pads: 2" x 2", 3" x 3" |
| 6. Ammonia capsules | 20. Band-aids |
| 7. Tongue depressors | 21. Scissors |
| 8. Foot ointment | 22. Sterilized rollcotton |
| 9. Analgesic balm | 23. Athletic soap |
| 10. Firm grip | 24. Salt tablets |
| 11. Powdered rosin | 25. Dextrose tablets |
| 12. Skin toughener | 26. Foille |
| 13. Applicators | 27. Fungus ointment |
| 14. Tape: ½", 1", 1½", 2" | |

ATHLETIC DEPARTMENT ESTIMATED EXPENDITURES

For School Year 19.....-19..... For.....
(Sport)

EXPENDITURES	Estimate 19.....19.....	Actual 19.....
Transportation		
Scouting		
Game Official		
Guarantees		
Meals and Hotels		
New Equipment		
Care and Repair of Equipment		
Training, First Aid, and Medical Supplies		
Pictures and Films		
Advertising		
Laundry and Cleaning		
Printing		
Dues and Fees		
Insurance		
Awards		
Coaching School Expenses		
Telephone and Telegraph		
Maintenance		
Banquet		
Guards		
Ticket Takers and Sellers		
Lighting		
Total		

Signed.....
Some of these items do not pertain to your sport.
Add any items not listed.
List new equipment to be ordered on back of this sheet.

Per-Sport Estimated Expenditures Form

BUDGET SUMMARY OF ESTIMATED INCOME

School..... **School Year 19**.....**-19**.....

SPORT	HOME GAMES		AWAY GAMES		TOTAL ESTIMATE
	No.	Receipts	No.	Guarantees	
Baseball		\$		\$	\$
Basketball					
Cross-Country					
Football					
Golf					
Swimming					
Tennis					
Track					
Others					

1. Total estimated receipts \$.....
2. Estimated amount to be realized from
student or general organization ticket sale \$.....
3. Grand total of estimated receipts for present year
(Sum of 1, 2) \$.....
4. Grand total of estimated expenditures for present year \$.....
5. Estimated surplus for year \$.....
6. Estimated deficit for year \$.....

REPORT OF ATHLETIC FUNDSHIGH SCHOOL

School Year 19..... Month.....

	Foot- ball	Basket- ball	Base- ball	Golf	Swim- ming	Tennis	Track	Total
Total, Preceding Report								
Receipts, Current Month								
Ticket Sales, Home								
Ticket Sales, Other Schools								
Guarantees and Game Divisions								
Concessions								
Interest Earned								
Sale of Booster Items								
Tournament								
Gift from Civic Clubs								
Booster Clubs								
School Organization								
Others								
Total Receipts, Current Month								
Total Receipts to Date:								

**REPORT OF ATHLETIC FUNDS FORM
(MONTHLY)**

BUDGET SUMMARY OF ESTIMATED EXPENSES

SCHOOL..... School Year: 19.....-19.....

Sport	Administration: Cost of bleachers, guards, tickets, field, print- ing, postage, etc.	Cost of officials for home contests	Home-game con- tract guarantees	Away-game expenses	Cost of equip- ment, repairs, and mainte- nance	Cost of training, first-aid, medical supplies and care	Cost of awards	Incidentals: pictures, film, scouting, fees, etc.	TOTAL ESTIMATE FOR SPORT FOR YEAR
Baseball									
Basketball									
Cross-Country									
Football									
Golf									
Swimming									
Tennis									
Track									
Others									
Total Estimate									

Suggested Form for Budget Summary of Estimated Expenses

SAMPLE ORDER SHEET FOR EQUIPMENT

Item No.	DESCRIPTION			Quantity	Unit Trade Price	Total	Unit Bid Price	Total
	Amount	Size	Colors—Describe Sleeve Stripes, Numbers, Braid, Shoulder Inserts, etc.					

S A M P L E

INVITATION TO BID

Sealed bids for items indicated on the attached list of athletic equipment will be received by the Board of Public Instruction, Hillsborough County, County Courthouse, P. O. Box 3408, Tampa, Florida, up to and until 8:00 P.M., March 12, 1957, at which time bids will be publicly opened and read aloud.

All prices quoted must be f.o.b. School Warehouse, Green Street and North Fremont Avenue, Tampa, Florida, stating the time delivery can be made after notice of award of bid. Delivery date must not be later than August 16, 1957.

Size, color, description, and jersey number arrangement will be provided successful vendor.

Price and quality will both be considered in determining the successful bid.

Envelopes with bids should be clearly marked on outside, "Sealed Bid — Athletic Equipment."

The Board of Public Instruction, Hillsborough County, Florida, reserves the right to reject any part of any or all bids.

Very truly yours,

SAMPLE EQUIPMENT CARD

Name..... Position..... Weight..... Grade.....
Address..... Phone..... Locker No..... Lock No.....
Sport..... Date Equipment Issued..... Date Returned.....
Physical Examination..... Eligibility Reported..... Fees: Towel..... Locker.....

Article	Size	Number	Condition	Article	Size	Number	Condition
Shoes.....				Shoulder Pads.....			
Helmet.....				Hip Pad.....			
Game Jersey.....				Thigh Guard.....			
Game Pants.....				Knee Pad.....			
Practice Jersey.....				Socks.....			
Practice Pants.....				Supporters.....			

I agree to replace all athletic equipment lost, misplaced, or destroyed while issued to me.

..... Student's Signature Adjustments Coach's Signature

Form on 5 x 7 card

The above card can be used for every sport by changing the description of the articles to be issued. Facts pertinent to a particular school situation can be inserted at the top of the card in place of those already mentioned.

SAMPLE EQUIPMENT INVENTORY FORM

APPENDIX VII

[illegible]

SAMPLE INVENTORY AND SURVEY FOR ATHLETIC EQUIPMENT

School..... Date.....
Coach..... Inventoried by.....
Estimated Cost.....

Description of Article	Amount on hand	New	Good	Us- able	Need Re- pair	Est. Need	Unit Guide Price	Exten- sion
1. Headgear							\$18.00	
2. Headgear with Face Protector							\$20.00	
3. Shoes—Game							\$16.00	
4. Shoes—Lowcut							\$11.00	
5. Shoes—Practice							\$14.00	
6. Shoulder Pads							\$17.00	
7. Shoulder Pads							\$17.00	

DEFINITIONS OF LEGAL TERMS ¹

Action: The ordinary proceeding in a duly constituted court by which one person seeks the enforcement or protection of a right, or the redress or prevention of a wrong.

Damages: Compensation awarded the plaintiff for the damage, injury, or loss suffered by him as a result of the defendant's wrongful conduct.

Liability: The condition of being subject to an obligation, performance of which is enforceable by a court; legal responsibility.

Negligence: The failure to act as a reasonably prudent and careful person would act under the circumstances to avoid exposing others to unreasonable danger or risk of injury or harm. It may consist of the omission to act as well as in acting affirmatively.

Plaintiff: One who brings or initiates the action, seeking the enforcement or protection of a right, or the redress or prevention of a wrong; one who invokes the aid of the law.

Tort: A term applied to a group of situations or relationships which the law recognizes as civil wrongs, and for which the courts will afford a remedy, usually in the form of an action for damages; a breach of a duty, other than one arising out of contract, giving rise to damage action; an unlawful violation of another's legal rights; legal enforcement of moral standards of conduct.

¹ Leibee, Howard C., *Liability for Accidents in Physical Education, Athletics, Recreation*, pp. 2-3.

796.07

F6365

HEALTH &
PHYS. ED.
R. R.

~~Due~~

~~Returned~~

Due

Returned

FEB 29 '80

BETTER SCHOOLS
MAKE
BETTER COMMUNITIES



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796.07

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